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ABSTRACT

This publication offers school counselors and school staff a 5-phase planning model for implementing national standards for school counseling programs. The process involves the examination of current school counseling programs; identification of student needs; and selection of activities, strategies, and services to ensure that students achieve the competencies of the National Standards as they progress from kindergarten through high school. Chapter 1 discusses the National Standards for School Counseling Programs; Chapter 2 explains ways they can be implemented to ensure student success. The steps involved in bringing change and aligning a school program with the national standards are explained in Chapter 3. Creating a vision statement is described in Chapter 4, and determining how the vision statement will reflect what students should achieve is explained in Chapter 5. Program design, implementation, and evaluation are covered in Chapters 6-8. The conclusion summarizes the guidelines. (Contains 8 appendixes and 92 references.) (JDM)

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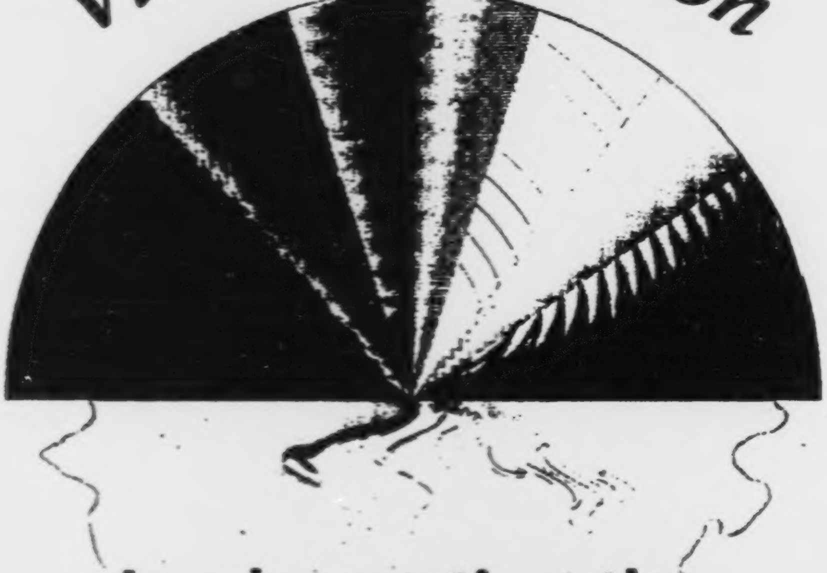
Vision into Action



Implementing the National Standards for School Counseling Programs

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The American School Counselor Association (ASCA) is dedicated to assisting school counselors help students reach their full potential.

Vision into Action

Implementing the National Standards for School Counseling Programs

Carol A. Dahir
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Michael J. Valiga

ASCA
American School Counselor Association

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DEDICATION

Vision into Action is dedicated to the memory of Mary Gehrke McAllister, past president of the American School Counselor Association. Mary's commitment to excellence in school counseling and her belief in its critical role in education reform were instrumental in the development of the National Standards for School Counseling Programs. Her vision, enthusiasm, and energy will be deeply missed by all those whose lives she touched.

FOREWORD

Congratulations!
Today is your day.
You're off to Great Places!
You're off and away!
. . .
Your mountain is waiting
So . . . get on your way!
(Dr. Seuss, 1990)

In the spirit of Dr. Seuss, we invite you to join us on a journey and explore your school counseling program as you have never done before. You will experience the "places we will go" and the places school counseling ought to be!

This workbook will help you through each step of the journey as you seek your final destination. *Vision into Action* provides school counselors with the direction, guidance, and assistance to implement the *National Standards for School Counseling Programs* (Campbell & Dahir, 1997) of the American School Counselor Association (ASCA). The workbook's guidelines, worksheets, and suggestions are intended to help school counselors reconceptualize their school counseling programs and make the vision of school counseling for the 21st century a reality.

The process for implementing the National Standards is based on *Moving Vision into Action,* a step-by-step planning guide for educational organizations involved in strategic planning efforts. This process, developed by MDC, Inc. of Chapel Hill, North Carolina, was adapted for the 1995 ASCA Leadership Development Institute to help school counselor leaders bring about statewide changes and design meaningful and accountable counseling programs to assist students in becoming more successful in school.

Vision into Action guides school counselors and school staff through a five-phase planning and implementation model. The process involves examination of your current school counseling programs, identification of student needs, and selection of activities, strategies, and services to ensure that students achieve the competencies of the National Standards as they progress from kindergarten through to high school graduation.

This workbook enables school counselors to:

- create a School Counseling Leadership Team;
- develop a vision of what students should know and be able to do as a result of participating in a National Standards-based program;
- examine current student demographic and achievement data to better understand program improvement needs for students;
- use results of program and data analysis to develop program activities, strategies and services;
- respond to a detailed series of questions addressing each of the nine standards and the related student competencies;
- use the questions to examine current school counseling program activities and services;
- implement a school counseling program that incorporates the National Standards;
- report the results of current program review and the student data analysis to school administrators, staff and others; and
- demonstrate the impact of school counseling programs on student achievement and school success.

As you journey with us to establish and implement your vision of school counseling, you will discover that . . .

> *You have brains in your head.*
> *You have feet in your shoes.*
> *You can steer yourself*
> *any direction you choose.*
> *You're on your own.*
> *And you know what you know.*
> *And YOU are the . . . [one]*
> *who'll decide where to go.*
> (Dr. Seuss, 1990)

ACKNOWLEDGMENTS

From California to Rhode Island, thousands of school counselors had the opportunity in 1997 and 1998 to become familiar with the National Standards for School Counseling Programs and to advise us as to what was needed to bring the National Standards into the mainstream of every elementary, middle/junior high, and high school across our country. These school counselors encouraged and inspired us to create a process for implementing the National Standards that local schools and districts could readily adapt to their particular needs. The result of these efforts is a national vision of what school counseling programs can do to ensure student success.

We especially appreciate the efforts of our collaboration team. This special group of school counselor leaders reviewed these materials and offered thoughtful critiques and practical suggestions. Their commitment and insight ensured that this workbook would do what it was intended to do—provide school counselors with the knowledge and skills to develop an accountable and effective school counseling program. The National Standards define the attitudes, knowledge, and skills that students should know and be able to use as a result of participating in a school counseling program. The members of the collaboration team are:

Dr. Jackie Allen, Past President, The American School Counselor Association

Dr. Laurie S. Johnson, Coordinator, Graduate Program in Counseling, Hofstra University

Dr. Pamela Kloeppel, Senior Coordinator of Guidance, Norfolk Public Schools

Dr. Darrell Luzzo, Director, Career Transitions Research, ACT

Patricia Martin, Senior Project Manager, The Education Trust

Nancy Perry, Executive Director, The American School Counselor Association

Dr. Thomas Trotter, Counselor Educator, University of Idaho

In addition, we are grateful to the following school counselors who field tested the assessment tools and provided invaluable comments, recommendations and suggestions:

Dr. Keith Anderson, Anacortes High School, Anacortes, Washington

Rochelle House, Central Middle School, Columbus, Indiana

Susan Kleingarn, Oaks High School, Oaks, North Dakota

Justina Pedante, Springfield High School, Springfield, Pennsylvania

Jan Van Gasse, Lenawee Intermediate School District, Adrian, Michigan

We also wish to extend heartfelt thank-yous to Susan Reynolds, Consultant for Guidance and Counseling, Indiana State Department of Education, for adapting *Moving Vision into Action* for the American School Counselor Association 1995 Leadership Development Institute that promoted school guidance and counseling reform; to MDC, Inc., Chapel Hill, North Carolina—and especially David Dodson—for believing in the impact of school counseling programs on student achievement and school success; to Rosemary Gehl and Janet Carlson Giardina for inspiring us to think about all of the "places you'll go"; to Don Carstensen and the Educational Services Division of ACT for unwavering and profound confidence in the importance and value that school counseling programs play in the lives of students, and for ongoing support, resources, and assistance provided throughout the development of this workbook; and to the thousands of school counselors who participated in field reviews, offered valuable criticism and concrete suggestions, and encouraged this endeavor because they know effective school counseling programs make a significant difference in the success students achieve in school and in their lives after graduation.

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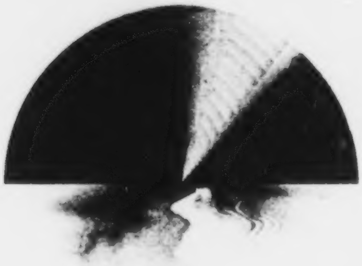


Introduction

Preparing Students for Successful Futures

Today's Reality for Tomorrow's World

What do students in the United States need to know and be able to do by the time they have completed twelfth grade? Since the debut of *A Nation at Risk* (1983), the education and business communities and the public and private sectors have regularly deliberated the outcomes of American public education. The current education reform movement, originating in 1990 as America 2000 and reauthorized in 1994 as Goals 2000, has had an impact on education initiatives in 49 states. As part of this effort, the development of National Standards was undertaken across academic disciplines, while skill standards were developed for business and industry. National Standards continue to influence how teachers teach and how students learn. They also establish the expectation for what students will learn and be able to do as a result of a K through 12 education. The time is now for school counseling, an integral component of the educational system, to also examine and establish what students should know and be able to do as a result of participating in a school counseling program.

Change Is All Around Us

In every state, in every school building, and in every community, educational reform initiatives have taken hold. The education agenda continues to lie at the center of the national debate about what's working and what's not. The 29th annual Gallup poll, *Of the Public Attitudes Toward Public Schools 1997*, found that 71% of the respondents supported reforming the existing public school system as the means to improve public education. Phrases such as "higher academic achievement," "increasing student potential," and "rigorous academic preparation" are commonly heard in communities across our nation.

To maintain our leadership position in the global economy, education in the United States cannot accept anything less than success for all students. The demand is on schools to produce higher levels of student achievement and to reallocate educational resources to meet this objective. Today's youth need much more preparation than previous generations did. Survival and success require learning and relearning as economic and societal demands command constant change. Students need a higher level of competency to survive and succeed in the 21st century. A commitment to lifelong learning has become essential.

For the United States to maintain its position as a dominant force in the world economy, all students must achieve a higher level of academic and workforce skills. The educational system must produce graduates who can contribute to, not take from our society. The business and industry sectors of the 21st century will demand more from the children and youth of today and of tomorrow. Young people entering the workforce after high school or after college will need to constantly learn new skills and update existing skills in order to succeed.

Reconceptualizing School Counseling Programs

> *Counselors play a decisive role in informing parents and students of the necessity of planning ahead. . . . challenging course work even in the middle grades will help students maximize their high school experience and will help open the widest array of choices for college and careers. When we work from the conviction that all children can learn, when we set high expectations, and when we strengthen the curriculum, students rise to meet the challenge.*
>
> Secretary Richard Riley (NASSP, October 1997)

School counselors recognize the need for a focus, for clarity in role and function, and for a demonstration of effectiveness of school counseling programs. Too often the question arises: What has school counseling done to help student achievement? Too often, we cannot show demonstrated results; we can only talk about the positive impact on students. The National Standards for School

Counseling Programs require a shift from a menu of services and activities to the delivery of a well-thought-out, comprehensive, and developmental program that measures program effectiveness and the achievement of attitudes, skills, and knowledge by students. The heart of the National Standards is the following formula:

STUDENT SUCCESS = **Academic Development**
+
Career Development
+
Personal/Social Development

The National Standards for School Counseling Programs support involvement in and commitment to increasing student achievement. The standards clearly connect school counseling to the current educational reform initiatives and to the educational mission of school. A National Standards-based program requires school counselors to work collaboratively with classroom teachers to improve student learning and to document success. The standards provide a focal point and offer organizational structure to school counseling programs. They define a quality school counseling program and offer guidance to measure its effectiveness.

Implementing a National Standards-based program requires school counselors to challenge their belief systems and to provide the advocacy and leadership to improve school success for all students. As educators, we recognize that we cannot afford to waste any human potential. We can no longer permit sorting and selecting the can-do's from the can't-do's. As student advocates, school counselors support equity in educational opportunities for all students and nurture dreams and aspirations. School counselors play a significant role in preparing students for the level of accomplishment needed to achieve success in the 21st century. School counselors are also committed to ensuring that students make successful transitions and acquire the attitudes, skills, and knowledge that are essential to the competitive workplace of the 21st century.

Chapter 1

What Are the National Standards for School Counseling Programs?

The National Standards for School Counseling Programs promote and enhance the learning process. A National Standards-based program enables all students to achieve success in school and to develop into contributing members of our society. This programmatic approach helps school counselors to continuously assess their students' needs, identify the barriers and obstacles that may be hindering student success, and advocate efforts to eliminate these barriers.

The National Standards define the vision and goals for 21st-century school counseling programs. The nine National Standards shift the focus from the school counselor to the school counseling program. The standards:

- create a framework for a national model for school counseling programs;
- establish school counseling as an integral component of the academic mission of school;
- encourage equitable access to school counseling services for all students;
- identify the key components of a comprehensive and developmental school counseling program;
- identify the attitude, knowledge and skills that all students should acquire as a result of the K–12 school counseling program; and
- ensure that school counseling programs are comprehensive in design and delivered in a systematic fashion for all students.

The National Standards for School Counseling Programs facilitate student development in three broad content areas:

ACADEMIC DEVELOPMENT

CAREER DEVELOPMENT

PERSONAL/SOCIAL DEVELOPMENT

The three standards for each content area provide guidance and direction for states, school systems, and individual schools to develop quality and effective school counseling programs. The emphasis is on success for all students, not only those who are motivated, supported, and ready to learn. A school counseling program based upon National Standards enables all students to achieve success in school and to develop into contributing members of our society.

Each of the nine standards is associated with a specific list of student competencies that define the specific attitudes, knowledge, and skills that students should obtain or demonstrate as a result of participating in a school counseling program. These listings are not meant to be all inclusive, nor is any individual program expected to address all of the competencies in the school counseling program. The competencies form a foundation on which to construct measurable indicators of student performance.

The academic development standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. Academic development includes strategies for students to:

- acquire skills, attitudes, and knowledge to learn effectively;
- employ strategies to achieve success in school; and
- understand the relationship of academics to the world of work and to life at home and in the community.

The career development standards serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work. Career development includes strategies for students to:

- achieve future career success and job satisfaction;
- understand the relationship between personal qualities, education and training, and the world of work; and
- develop career goals as a result of career awareness and experiential activities.

The program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth that contributes to academic and career success. Personal/social development includes strategies for students to:

- acquire attitudes, skills, and knowledge that help students understand and respect self and others;
- use effective interpersonal skills;
- employ safety and survival skills;
- understand the obligation to become a contributing member of society; and
- negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

I. ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship among personal qualities, education and training, and the world of work.

III. PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

I. ACADEMIC DEVELOPMENT

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school.

The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement.

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

Standard A: **Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

Standard B: **Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.**

Standard C: **Students will understand the relationship of academics to the world of work, and to life at home and in the community.**

ACADEMIC DEVELOPMENT

Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

STUDENT COMPETENCIES

Improve Academic Self-Concept

Students will:

- articulate feelings of competence and confidence as learners
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

Acquire Skills for Improving Learning

Students will:

- apply time management and task management skills
- demonstrate how effort and persistence positively effect learning
- use communication skills to know when and how to ask for help when needed
- apply knowledge of learning styles to positively influence school performance

Achieve School Success

Students will:

- take responsibility for their actions
- demonstrate the ability to work independently as well as the ability to work cooperatively with other students
- develop a broad range of interests and abilities
- demonstrate dependability, productivity, and initiative
- share knowledge

ACADEMIC DEVELOPMENT

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

STUDENT COMPETENCIES

Improve Learning

Students will:

- demonstrate the motivation to achieve individual potential
- learn and apply critical thinking skills
- apply the study skills necessary for academic success at each level
- seek information and support from faculty, staff, family, and peers
- organize and apply academic information from a variety of sources
- use knowledge of learning styles to positively influence school performance
- become self-directed and independent learners

Plan to Achieve Goals

Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school
- use assessment results in educational planning
- develop and implement an annual plan of study to maximize academic ability and achievement
- apply knowledge of aptitudes and interests to goal setting
- use problem-solving and decision-making skills to assess progress towards educational goals
- understand the relationship between classroom performance and success in school
- identify postsecondary options consistent with interests, achievement, aptitude, and abilities

ACADEMIC DEVELOPMENT

Standard C

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

STUDENT COMPETENCIES

Relate School to Life Experiences

Students will:

- demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- seek cocurricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- understand that school success is the preparation to make the transition from student to community member
- understand how school success and academic achievement enhance future career and avocational opportunities

II. CAREER DEVELOPMENT

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work and to develop the necessary skills to make a successful transition from school to the world of work and from job to job across the life/career span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work. The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the *National Career Development Guidelines* of the National Occupational Information Coordinating Committee (NOICC, 1989).

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

Standard A:	**Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**
Standard B:	**Students will employ strategies to achieve future career success and satisfaction.**
Standard C:	**Students will understand the relationship among personal qualities, education and training, and the world of work.**

CAREER DEVELOPMENT

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

STUDENT COMPETENCIES

Develop Career Awareness

Students will:

- develop skills to locate, evaluate, and interpret career information
- learn about the variety of traditional and nontraditional occupations
- develop an awareness of personal abilities, skills, interests, and motivations
- learn how to interact and work cooperatively in teams
- learn to make decisions
- learn how to set goals
- understand the importance of planning
- pursue and develop competency in areas of interest
- develop avocational interests
- learn to balance work and leisure time

Develop Employment Readiness

Students will:

- acquire employability skills such as working on a team, problem solving, and organizational skills
- apply job readiness skills to seek employment opportunities
- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- learn to respect individual uniqueness in the workplace
- learn how to write a resume
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- utilize time and task management skills

CAREER DEVELOPMENT

Standard B

Students will employ strategies to achieve future career success and satisfaction.

STUDENT COMPETENCIES

Acquire Career Information

Students will:

- apply decision-making skills to career planning, course selection, and career transitions
- identify personal skills, interests, and abilities and relate them to current career choices
- demonstrate knowledge of the career planning process
- know the various ways which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career planning information
- describe traditional and nontraditional occupations and how these relate to career choice
- understand how changing economic and societal needs influence employment trends and future training

Identify Career Goals

Students will:

- demonstrate awareness of the education and training needed to achieve career goals
- assess and modify their educational plan to support career goals
- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- select coursework that is related to career interests
- maintain a career planning portfolio

CAREER DEVELOPMENT
Standard C

Students will understand the relationship among personal qualities, education and training, and the world of work.

STUDENT COMPETENCIES

Acquire Knowledge to Achieve Career Goals

Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interests that influence career choices and success
- understand that the changing workplace requires lifelong learning and acquiring new skills
- describe the effect of work on lifestyles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression

Apply Skills to Achieve Career Goals

Students will:

- demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
- learn how to use conflict management skills with peers and adults
- learn to work cooperatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences

II. PERSONAL/SOCIAL DEVELOPMENT

Standards in the personal/social area guide the school counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

The school counseling program enables all students to achieve success in school and develop into contributing members of our society.

Standard A:	**Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**
Standard B:	**Students will make decisions, set goals, and take necessary action to achieve goals.**
Standard C:	**Students will understand safety and survival skills.**

PERSONAL/SOCIAL DEVELOPMENT

Standard A

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

STUDENT COMPETENCIES

Acquire Self-Knowledge

Students will:

- develop a positive attitude toward self as a unique and worthy person
- identify personal values, attitudes, and beliefs
- learn the goal setting process
- understand change as a part of growth
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and discuss changing personal and social roles
- identify and recognize changing family roles

Acquire Interpersonal Skills

Students will:

- recognize that everyone has rights and responsibilities, including family and friends
- respect alternative points of view
- recognize, accept, respect, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to communicate effectively with family
- learn how to make and keep friends

PERSONAL/SOCIAL DEVELOPMENT

Standard B

Students will make decisions, set goals, and take necessary action to achieve goals.

STUDENT COMPETENCIES

Self-Knowledge Applications

Students will:

- use a decision-making and a problem-solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- demonstrate a respect and appreciation for individual and cultural differences
- know when peer pressure is influencing a decision
- identify long- and short-term goals
- identify alternative ways of achieving goals
- use persistence and perseverance in acquiring knowledge and skills
- develop an action plan to set and achieve realistic goals

PERSONAL/SOCIAL DEVELOPMENT

Standard C

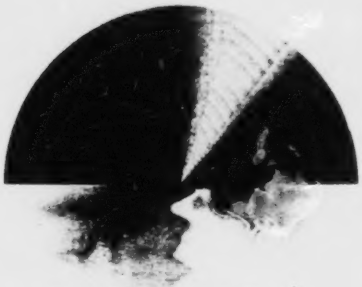
Students will understand safety and survival skills.

STUDENT COMPETENCIES

Acquire Personal Safety Skills

Students will:

- demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events



Chapter 2

The National Standards: Ensuring School Counseling Effectiveness and Student Success

Why use a standards-based approach to school counseling?

At the outset ASCA posed a basic question: "What can we do to emphasize the role of school counselors in the educational system and to strengthen school counseling programs?" The overwhelming consensus response: *Research, develop, and establish the National Standards for School Counseling Programs.* The National Standards accomplish three unprecedented benchmarks: placing student competencies first, moving school counselors into the educational mainstream, and integrating school counseling programs into the education curriculum.

The standards refocus attention from the school counselor's role to student achievement of attitudes, knowledge and skills as a result of an effective school counseling program. The student competencies, delineated under each of the nine standards, are based on extensive research from existing state developmental counseling and guidance models, from school counseling publications and journals, and from a national survey. Thousands of school counselors and others in related fields provided input through field reviews. The standards are nationally recognized and accepted, and use the academic, career, and personal/social development areas of a comprehensive developmental school counseling program as the vehicle to deliver the student competencies.

There was no shortage of ideas as to what should be included in the standards. ASCA has reached out to a broad spectrum of professionals and the public for suggestions and recommendations. The ASCA calls for school counseling programs to go beyond what has been expected in the past to refine and improve our efforts.

What needs to change?

The National Standards provide a philosophical basis for a school counseling program! The nine standards, based upon academic, career, and personal/social development, provide the overarching framework and direction for which each school, school district, or state can develop student competencies that best address local student needs and concerns.

The standards, like those developed for English, math, and science, provide the direction for local and state school counseling programs to establish, prioritize, and assess what is important for students to acquire as a result of participating in a school counseling program. Statewide and locally developed student competencies can be compared to those listed under the academic, career, and personal/social development areas of the National Standards. The standards define the attitudes, knowledge, and skills that student should obtain or demonstrate as a result of participating in a school counseling program. The development of student competencies based upon locally established goals for students, school and community data, and the National Standards results in a student-centered program consistent with developmental expectations, local needs and priorities, and the National Standards.

Why is it important to use National Standards?

Widespread use of the National Standards and their inclusion in school counseling programs across the nation will provide more consistency in the description and delivery of school counseling programs and the services they provide. The National Standards help to eliminate confusion in the educational and public arenas by describing how school counseling programs benefit students. The standards provide more solidarity, consistency, structure and clarity in program design and delivery.

Because the National Standards address competencies for all students, a program based on this framework will help eliminate significant performance gaps among students from different economic classes, genders, races, or ethnic groups. The standards support an alignment and consistency in expectations across all levels of education: elementary school, middle school, and high school. The value and meaning of the National Standards can make a difference in the lives of students, parents, and school staff.

Standards provide the basis to assess program quality. The information gained from the evaluation process tells what students have learned as a result of participating in a National Standards-based program. Measurable success demonstrates the effectiveness of a school counseling program. Collecting data, gathering information, and conducting research are critical to determining the success of school counseling programs. With this empirical information, school counseling programs can become vocal in support of our goals to reach all students through a developmentally appropriate, comprehensive program based on National Standards. By proclaiming the message about school counseling programs and standards consistently, repeatedly, and perpetually – success will be ensured.

Does this mean starting over?

Absolutely not. Many school districts and states have already established or are working to establish a systematic, structured, comprehensive, developmental school counseling program that enables counselors to effectively meet the academic, career, and personal/social goals of students K–12. The standards do not substitute for, nor do they replace, a comprehensive and developmental model. The standards define *what students know and are able to do* as a result of participating in school counseling programs. A comprehensive and developmental program defines *how services are delivered.* The standards offer the framework and foundation for a consistent national model for school counseling programs based on student competencies.

The standards ensure that school counseling programs put students first and help to identify locally appropriate student competencies under the nine National Standards.

Who has begun to use the National Standards?

The National Standards for School Counseling Programs was first published in October 1997. Since that time, states, school districts, individual schools, and the school counseling community have begun to address the issue of incorporating the National Standards into their programs, models, and plans.

Several counseling program developers, state education departments, and school counseling leaders were asked to respond to the following questions:

"What is your reaction to the National Standards for School Counseling Programs?"

"How do you see the National Standards being used in your state or program and what steps have you taken or do you plan to take?"

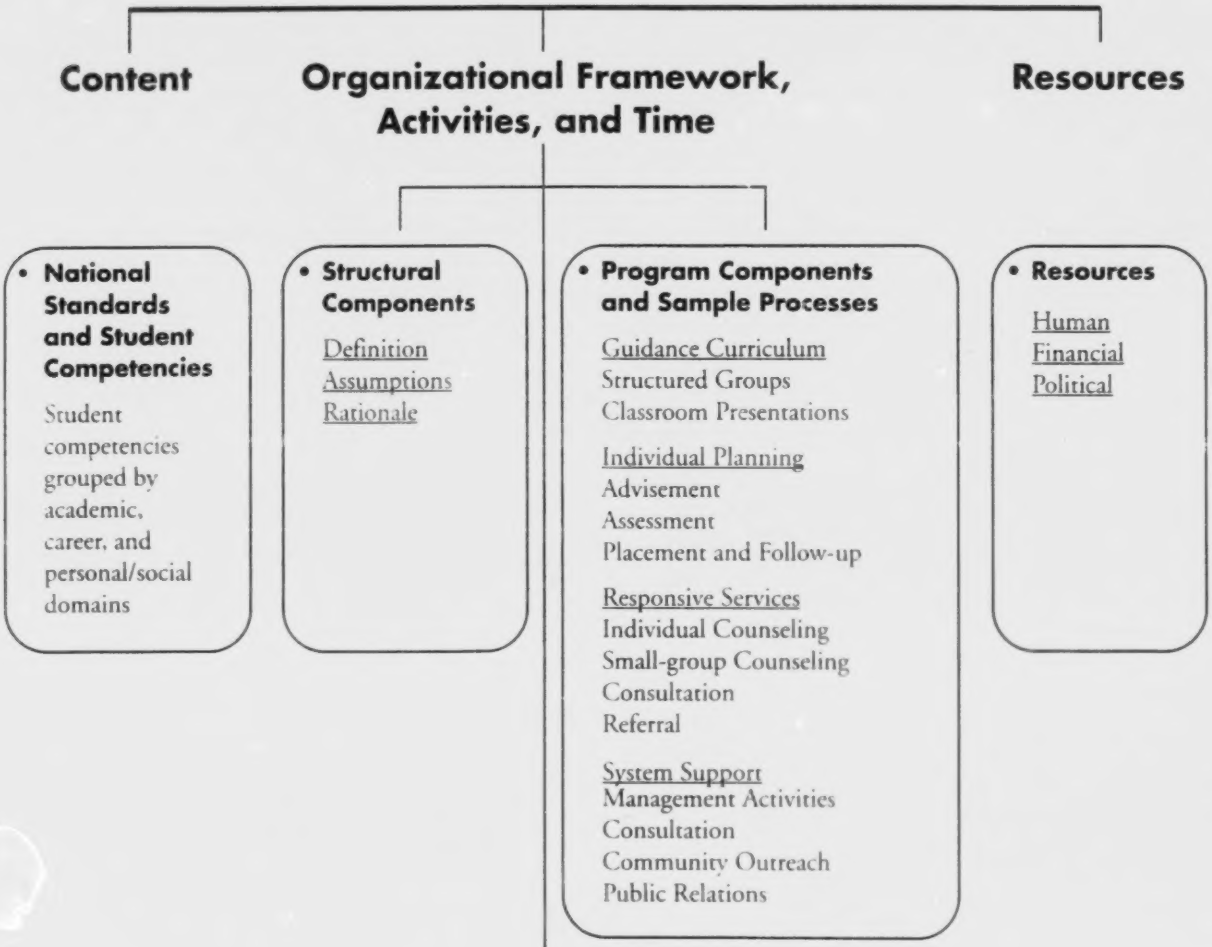
"What contributions do you see the National Standards making to school counselors and/or school counseling programs?"

Following are brief excepts from their responses:

Norman Gysbers, Counselor Educator, University of Missouri at Columbia:

"The National Standards delineate an example set of the knowledge and skills (competencies) students can achieve as a result of participating in a comprehensive school guidance and counseling program. This is an important contribution because it provides school counselors and the school districts they represent with a list of competencies to consider as they think about the guidance content their students need to achieve. The National Standards provide school districts with a very good way to define the content (student knowledge and skills) to be delivered to students through their overall guidance and counseling program."

Comprehensive Guidance Program Elements



Content

Organizational Framework, Activities, and Time

Resources

- **National Standards and Student Competencies**

  Student competencies grouped by academic, career, and personal/social domains

- **Structural Components**

  Definition
  Assumptions
  Rationale

- **Program Components and Sample Processes**

  Guidance Curriculum
  Structured Groups
  Classroom Presentations

  Individual Planning
  Advisement
  Assessment
  Placement and Follow-up

  Responsive Services
  Individual Counseling
  Small-group Counseling
  Consultation
  Referral

  System Support
  Management Activities
  Consultation
  Community Outreach
  Public Relations

- **Resources**

  Human
  Financial
  Political

Suggested Distribution of Total Counselor Time

	Percentage Rate		
	Elementary School	Middle/Junior High School	High School
Guidance Curriculum	35–45	25–35	15–25
Individual Planning	5–10	15–25	25–35
Responsive Services	30–40	30–40	25–35
System Support	10–15	10–15	15–20
	100	100	100

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Deborah Bilzing, Wisconsin Department of Education:

"The National Standards really back up what we are trying to do in Wisconsin, especially in the area of the Wisconsin Developmental Model. The standards will help define and move the discipline of school counseling into the 21st century. We need to revise our programs, we need to shift our thinking, we need to become more accountable, and we need to be more proactive and preventative."

Abby Hirsch, Past President, New York State School Counselor Association:

"The National Standards complement the educational reform and raising of academic standards in New York State. This document will elevate the role of the counselor in the school reform movement. The National Standards will help school counselors and counseling programs to be more effective in achieving the mission of helping students to become successful learners. The New York State School Counselor Association is working on a document which will integrate the standards with our state developmental model."

C. D. Curly Johnson, Educational Consultant, Author, Lecturer:

"The content is specific to a comprehensive counseling program. Currently, the standards are being used to bring guidance programs into the limelight by sharing the content with all educators. Interest will be generated to make the shift from process to results."

Patricia A. Landers, Past President, Connecticut School Counselor Association:

"The National Standards for School Counseling Programs provide:

- a basis for involving school counselors as partners in the National Standards movement and educational reform at the local district level;
- a set of expectations and a common mission for school counseling programs;
- a direction and focus for programs developed at the local district level; and
- the opportunity to refocus school counseling efforts in the academic, career and personal/social development of all students.

In 1991, the Connecticut School Counselor Association revised its K–12 Developmental Guidance and Counseling Curriculum Guide and included a chart illustrating the relationship between the domains of developmental and comprehensive school counseling, the CSCA strands and the NOICC competencies. In preparation for the revision of the 1991 guide, a chart has been developed to show how the domains, the CSCA strands, and the ASCA National Standards interrelate. When the update is completed, Connecticut school counselors will have a broader base of student competencies available to them to meet the needs of students in their respective school districts and to aid in improving or developing school counseling programs."

Relationship Between the Common Domains, the CSCA Strands, and the ASCA National Standards for School Counseling Programs

Domain	Strand (CSCA)	ASCA Standards
LEARN TO LIVE	Awareness of Self/Others	Standard A: Self-Knowledge (P/S)
	Interpersonal Relations Socialization	Standard A: Interpersonal Skills (P/S) Standard B: Self-Knowledge Applications (P/S)
	Sense of Community	Standard A: Academic Self-Concept (A) Standard C: School/Life Experience (A) Standard C: Personal Safety Skills (P/S)
LEARN TO LEARN	School Environment	
	School Success	Standard A: Academic Self-Concept (A) Standard A: Improving Learning (A) Standard A: School Success (A) Standard B: Plan to Achieve Goals (A)
LEARN TO WORK	Career Awareness and Exploration	Standard A: Career Awareness (C) Standard B: Career Information (C) Standard C: School/Life Experience (A) Standard A: Self-Knowledge (P/S)
	Career Planning	Standard B: Career Goals (C) Standard C: Acquire Knowledge to Achieve Career Goals (C) Standard B: Plan to Achieve Goals (A)
	Career Preparation	Standard A: Develop Employment Readiness (C) Standard C: Apply Skills to Achieve Career Goals (C)

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John Lucas, Texas State Department of Education:

"The National Standards closely parallel The Comprehensive Guidance Program for the Texas Public Schools—A Guide for Program Development Pre-K–12th Grade. It's great that the Texas Model and the National Standards provide the consistent goal of facilitating student learning. The National Standards assist in validating our Texas Model by providing a united standards-based school counseling program."

Kathleen McDonald, President, Washington State School Counselor Association:

"The National Standards define the role of school counselors within the changing context of society and education. The National Standards will help school counselors head in the same direction by asking what it is that students should know and be able to do as a result of school counseling programs. The standards direct efforts toward bottom-line accountability: Here are the standards that ALL students need to be able to reach by the time they leave high school.

The National Standards empower school counselors and states to develop their own plan. It essentially says, look at this model seriously, this is not just an idea for a few states. It will become easier for states to gain political support for state and local plans knowing that they are aligning their programs with the expectations of National Standards."

Susan Reynolds, Indiana State Department of Education:

"The standards provide school counselors and others with a tool for beginning the transition from viewing school counseling as 'positions' to viewing school counseling as a program. Just like math or English, school counseling now has content areas, methodologies, and student competencies. This will help educators view school counseling as an integral part of the educational experience directly related to raising student achievement.

The National Standards will help school counselors develop local counseling programs in school that truly focus on students and deliver defined and accountable programs designed to help students be successful in school and in life."

Dr. Tom Trotter, Counselor Educator, University of Idaho:

"I am encouraged that school counselors have access to an empirically valid approach . . . that not only provides a pathway to excellence but clearly defines their practice. These standards serve as a tool for advocacy and greater understanding, provide guidance in planning and implementing a developmental school counseling program, and furnish a common language and frame of reference around which we can all rally."

Linking the National Standards with the Washington State Guidelines

ASCA National Standards for School Counseling Programs	Benchmarks from the Washington State Guidelines for Comprehensive Counseling Programs (K–14)
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span (Academic Standard A): • Improve Academic Self-Concept • Acquire Skills for Improving Learning • Achieve School Success	Understand self as learner (Educational 1.2) Demonstrate responsibility as learner (Educational 1.3) Demonstrate effective study habits (Educational 1.4) Demonstrate decision-making skills (Educational 1.5) Demonstrate goal-setting skills (Educational 1.6) Acquire and demonstrate self-awareness and self-acceptance (Personal/Social 2.1) Acquire and demonstrate self-management and responsibility for behavior (Personal/Social 2.3) Have effective conversation and listening skills (Personal/Social 2.6) Work cooperatively with others in a variety of group situations (Personal/Social 2.7)
Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college (Academic Standard B): • Improve Learning • Plan to Achieve Goals	Develop an education plan (Educational 1.1) Demonstrate decision-making skills (Educational 1.5) Demonstrate goal-setting skills (Educational 1.6)
All students will achieve success in school and develop into contributing members of our society by understanding the relationship of academics to the world of work, and to life at home and in the community (Academic Standard C): • Relate School to Life Experiences	Understand the relationship between learning and the world of work (Career 3.2)
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions (Career Development Standard A): • Develop Career Awareness • Develop Employment Readiness	Understand interests, strengths, preferences, and skills as they relate to career development (Career 3.1) Demonstrate the skills necessary to obtain, maintain, change, and create new employment opportunities (Career 3.4)
Students will employ strategies to achieve future career success and satisfaction (Career Development Standard B). • Acquire Career Information • Identify Career Goals	Demonstrate decision-making skills (Educational 1.5) Demonstrate goal-setting skills (Educational 1.6) Identify and use career and educational information and opportunities (Career 3.3) Demonstrate career planning and career management skills (Career 3.5)
Students will understand the relationship among personal qualities, education, and training, and the world of work (Career Development Standard A): • Acquire Knowledge to Achieve Career Goals • Apply Skills to Achieve Career Goals	Utilize appropriate conflict resolution strategies (Personal/Social 2.8) Understand the relationship between learning and the world of work (Career 3.2) Identify and use career and educational information and opportunities (Career 3.3) Demonstrate the skills necessary to obtain, maintain, change, and create new employment opportunities (Career 3.4)
Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others (Personal/Social Development Standard A): • Acquire Self-Knowledge • Acquire Interpersonal Skills	Acquire and demonstrate self-awareness and self-acceptance (Personal/Social 2.1) Identify and handle feelings appropriately (Personal/Social 2.2) Understand and appreciate diversity (Personal/Social 2.4) Get along with others (Personal/Social 2.5) Have effective conversation and listening skills (Personal/Social 2.6) Work cooperatively with others in a variety of group situations (Personal/Social 2.7) Utilize appropriate conflict resolution strategies (Personal/Social 2.8)
Students will make decisions, set goals, and take necessary actions to achieve goals (Personal/Social Development Standard B): • Self-Knowledge Applications	Demonstrate decision-making skills (Educational 1.5) Demonstrate goal-setting skills (Educational 1.6) Identify and handle feelings appropriately (Personal/Social 2.2) Acquire and demonstrate self-management and responsibility for behavior (Personal/Social 2.3)
Students will understand safety and survival skills (Personal/Social Development Standard B): • Acquire Personal Safety Skills	Acquire and demonstrate self-management and responsibility for behavior (Personal/Social 2.3) Utilize appropriate conflict resolution strategies (Personal/Social 2.8)

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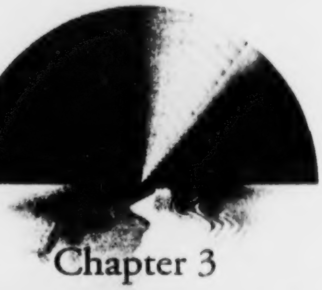


Chapter 3

Changing Perceptions and Changing Expectations: Vision into Action

The steps involved in aligning your program with the National Standards for School Counseling Programs complement and mirror the educational reform initiatives currently under way across our country. The process necessitates maintaining an ongoing conversation about the "what is" and the "what is to be" and helps you to identify the attitudes, skills, and knowledge that you want your students to acquire as a result of participating in a school counseling program. Most importantly, it calls for measures to assess the progress your students are making to achieve the competencies that you have established for the short- and long-term goals of your school counseling program.

The educational changes taking place at your state, county, and/or local system are in varying stages of development and implementation. The shift to a standards-based school counseling program should mirror and complement what is under way or soon to be under way in your school system. Think of change as an ongoing process, not as an event (Fullan, 1993).

Meaningful change is the result of the commitment of all who are concerned with student success. You will need to put a team together. Creating a School Counseling Leadership Team can provide the effective structure from which implementation can occur naturally. Who in addition to school counselors are committed to examining and rethinking your current school counseling program? Team members should include: administrators, curriculum coordinators/chairpersons, other pupil personnel services team members, teachers, students, parents, and community leaders in addition to school counselors. This team serves as a cross-section of those within the school community who are committed to moving the Vision into Action.

You will need to identify blocks of time to engage in these conversations and activities. Each of the nine standards requires thinking about your current school counseling program and the needs of your students. Think about scheduling at least three or four extended-time department meetings or after school meeting times to begin the process. As you read through the planning model, you will see the need to prepare for each work session. This will include obtaining student data, outlining program activities, and identifying school community needs for each meeting.

Simply stated, the five phases of Vision into Action are:

DISCUSSION
AWARENESS
DESIGN
IMPLEMENTATION
EVALUATION

Obviously, these five concepts are not new or unique. What is new is the application of these concepts to school counseling and the rethinking of how school counseling programs are conceived, implemented, and evaluated. Most important, the process requires you to examine current student needs and current student services and to determine where you are on the continuum of delivering a National Standards-based program.

The five-phase process is driven by the knowledge you have about your students and the goals of your school counseling program. To start the process you will need to create a vision of what students should know and be able to do as a result of participating in a school counseling program, collect data about the students in your school, and complete an assessment of your current school counseling program.

Phase 1

DISCUSSION

Aligning your school counseling program with National Standards may require a rethinking of priorities, time, resources, and expectations for your students. Change requires that all parties with a vested interest in student achievement be brought into the process. A school counseling program based upon National Standards necessitates the involvement of the entire school community. Working with the School Counseling Leadership Team will help you gain perspective from key stakeholders who are involved in your school counseling program. Discussion about your vision and the desire to implement a National Standards-based school counseling program is paramount to success. The academic, career, and personal/social development of students becomes integrated into your vision of what you want your students to achieve as a result of participating in a school counseling program. The vision statement you create will outline your ideal expectations and goals for your students. The National Standards guide your school counseling program toward the achievement of your vision.

Phase 2

AWARENESS

The Vision into Action process includes a thorough awareness of your current school counseling program, of the competencies that students currently acquire, and of the activities that support these competencies. You need to know where you are and what your students have accomplished before you can map the road to where you wish to go. You will discuss with your School Counseling Leadership Team how successful your current programs are in helping students achieve the competencies and identify what additional programs and activities could be offered to assist students in acquiring the attitudes, skills, and knowledge that you believe are important. The awareness step includes obtaining specific knowledge about your students, their needs, accomplishments, and levels of achievement. Data collection and analysis will help you to prioritize the most important challenges requiring attention and provide the direction for future student accomplishments and success.

You need to examine data in many different ways. Pull it apart to look at the different groups of students in your school and the degree to which different groups are achieving school success. You are already collecting data about your students for your building, district, and state reports; now it is time to look at how different subgroups are performing. For example: are your Hispanic students taking honors and advanced courses? Which group of students has the lowest attendance rate? What percentage of girls are taking higher level math and science courses? This is called disaggregating your data and the process will help you identify the needs of specific populations in your school. Looking at your data in this manner opens the door to discussion about what needs to be accomplished to achieve the mission of your school. You may also wish to conduct a needs assessment of your students and of other constituent groups in your community.

Phase 3

DESIGN

The program design phase involves specifying the components of your program and identifying the student competencies that will help your students achieve the goals of the nine standards during the next three to five years. Design helps you reach the vision you have established for your students. The National Standards and the competencies are measures of student growth and accomplishment.

Your standards-based school counseling program must be clear and purposeful in its intent and reflect the thinking of all who are committed to delivering an effective school counseling program. The program design is based upon the needs of your students and school community, and must be presented in a manner that is understood by all stakeholders and beneficiaries of the program.

Consider what format makes the most sense for you to present your program. School counseling standards must be written in a style and structure that is similar to your state's curriculum standards.

Phase 4

IMPLEMENTATION

Implementation simply means who does what and when. When it's time to initiate your program plan, it is probably best to consider a phase-in over a period of time. This will allow you to set benchmarks for short-term and long-term goals that will help you monitor your progress.

When you have a program that reflects the best thinking of all of the stakeholders of a school counseling program, it will be the time to initiate what you intend to accomplish. Consider a phase-in plan for the short term, and establish benchmarks for long-term goals to help you monitor progress.

This may be an appropriate time to design a calendar to complement the timeline of who will do what, and when. This annual calendar of events can include all important school-related functions. It will help ensure that school counseling activities, services, and programs are balanced throughout the year and are coordinated with all school happenings and events.

Phase 5

EVALUATION

The methods that you use for evaluation will provide information that will help you assess progress toward the goals and vision. Assessment of your program will measure the degree to which your students have acquired the skills and knowledge defined by the standards. Measurable success resulting from these efforts can be documented by an increased number of students completing school with the academic preparation, the career awareness, and the personal/social growth essential to choose from a wide range of substantial postsecondary options, including college.

Evaluation of your efforts will occur after you have implemented strategies and have answered the following questions: Did you accomplish what you set out to accomplish? Did you get to where you wanted to go? Evaluation allows you to determine if you have achieved your goals and provides opportunities to assess at what level or to what degree students have acquired the skills you set out to impart.

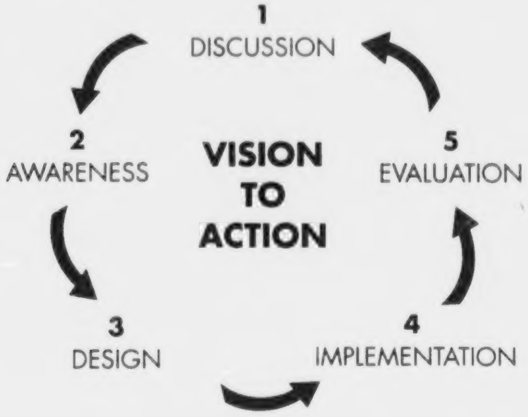
The information gained from the evaluation process tells you what students have learned and how your standards-based program has made a difference. This insight also tells you which accomplishments should be celebrated, what obstacles have been encountered, what mistakes have been made, and what challenges remain. It also helps you assess the conditions that support or inhibit the success of your students and the success of your school counseling program.

Evaluation provides the information to ensure that awareness, discussion, program design, and implementation are part of a continuous process. The conversation about quality and effectiveness will then be based upon the observed and measurable experiences of learning for both students and staff involved in a National Standards-based school counseling program.

The Next Steps—Getting Started

The transition to a standards-based school counseling program cannot happen overnight. Each school system faces challenges that are unique to its community. State initiatives may impact local implementation. The assessment of existing programs, services, and practices is a thoughtful and lengthy process. Consensus among all the stakeholders takes time. It could take several years before you see the results you want.

How do you begin to undertake this shift in thinking and in doing? You need to engage in a continuous conversation about the progression from "what is" to "what is to be." The process is cyclical and circular.



Although these phases are listed sequentially, the planning process should be seen as flexible; you will need to go back and forth between steps. The process may also be viewed as cyclical as you move from one phase into the next, and then need to rethink an earlier step. Program delivery is a continuous process that requires you to revisit your vision and goals each year to determine what additional strategies should be undertaken.

Finally, some problems cannot or should not wait. When critical issues are identified and can be addressed fairly simply and quickly, there is no need to wait until the planning process is complete before addressing them. But make sure that you do not get off track in the planning process by initiating new efforts along the way.

The chart on the following page summarizes the process to implement a National Standards-based school counseling program.

VISION INTO ACTION — A SUMMARY

Step	Purpose	Key Questions
1. **DISCUSSION**		
Develop a vision statement. Create a school counseling leadership team.	Depict the ideal future. Decide who needs to be involved.	What should be the results of our efforts for students? What factors need to be considered?
2. **AWARENESS**		
Review national and your current program student competencies. Use information and data. Review district and state standards and expectations.	Understand the current situation of your students' needs. Be aware of the expectations of your program. Identify key issues/challenges.	What needs to change to help our students achieve success?
3. **DESIGN**		
Select competencies. Develop strategies and activities.	Prioritize and consolidate the competencies. Ensure that your program will impact all students. Ensure that you have support from all of the stakeholders.	What specific outcomes do we want students to achieve? What approach will we take to reach those outcomes? What political and institutional factors should we consider?
4. **IMPLEMENTATION**		
Put the plan into action.	Determine programmatic actions and strategies that will produce the desired outcomes.	Who will do what, when?
5. **EVALUATION**		
Evaluate progress.	Define benchmarks to measure progress. Assess student progress in achieving standards.	How will we know when we have achieved our goals?

Chapter 4

Phase 1 DISCUSSION: Envision the Future

You have an ideal future vision of education and student achievement in your school. This is created within a context of educational values and beliefs such as "all students can learn, given the time, tools, and motivation to do so." (Romer, 1992). These beliefs should be firmly integrated into the process of building your vision. The mission of the school tells why it exists; the vision serves as the guiding philosophy for making decisions related to student success in school. The vision statement helps you focus on the achievement of your goals. It answers the question: What should be the results of our efforts?

WHY

By creating a vision for the future, your School Counseling Leadership Team members must clarify their core values and beliefs concerning what they really want for their school and for their students.

- A statement that describes a vision for the future can be used later as a powerful tool to promote your National Standards-based program.
- The process of visioning allows the leadership team to stretch its thinking about what they are really trying to do. A planning process often results in looking at the situation in bits and pieces—separate goals and strategies. The vision helps the committee to think about what the sum of the parts will look like.
- If it is done in a way that encourages creativity and forward thinking, the visioning process can help build a unified focus, cohesiveness, and commitment to the future.

HOW

Develop a School Counseling Leadership Team. It is important that you take the time to nurture committed leadership and an effective structure from which implementation can occur naturally. Be sure to choose members representing different groups, as program effectiveness can be best increased with a broader range of views.

Consider the following questions as you select your School Counseling Leadership Team and engage in the discussion phase:

- Does your School Counseling Leadership Team include teachers, administrators, parents, students, members of the community, and business and industry leaders?
- What do your school and community envision as important for your students?
- What should a graduate of your system have accomplished?
- Who will benefit? How will they benefit?
- What skills do your students need to acquire as they progress through a pre-K–12 school counseling program to make successful transitions throughout the school experience and to opportunities after high school?
- What will a National Standards-based school counseling program accomplish that is different from what you're currently doing?

Based on your understanding of the current situation, develop a vision statement, in one or two written paragraphs, that describes what students in your school will know and be able to do five years from now. Then, discuss the role that your School Counseling Leadership Team and faculty will have in creating and implementing that vision.

1. To develop a vision statement, use three types of vision: hindsight, foresight, and peripheral vision (drawn from *Leaders* by Warren Bennis and *The Empowered Manager* by Peter Block).

- **Hindsight** helps you see the traditions and values of your school. Recall what ties the school together and what traditions make it special.
- **Foresight** helps you to see the world as it is expected to evolve, as you take into account your hopes for the future.
- **Peripheral vision** helps you understand the world around you now, and helps you understand the needs in the school community that require addressing.

2. Don't be too practical. The desire to be practical can get in the way of your creativity. Allow yourself to tap into your idealistic side. Listen to your heart as well as your head. But, at the same time, be concrete about your hopes. In order to motivate others, a vision must be clear and strong, not vague and formless.

3. Your vision should be a reflection of what you want for the students in your school/school district/state and the way you want them to function as adults. A vision should reflect the kinds of opportunity you hope that students will have in the future, the quality of life they will lead, and the level of trust and cooperation they will experience in social and in work relationships. It should be clear, specific, and compelling.

4. If your vision statement sounds a little corny, that's OK. A vision needs to be an expression of hope and idealism. To feel a little awkward about it because you are taking a stand that leaves you somewhat open to criticism is OK.

Examples of Vision Statements

Example 1

Our school counseling program, in collaboration with the faculty, parents, the community, and local business and industry, will provide all students with the academic, career, and personal/social development needed to acquire the attitudes, knowledge, and skills for success in school and after they graduate.

All students in grades pre-K through 12 will participate in a planned, developmentally age-appropriate, and sequential school counseling program that is accountable and based on the National Standards for School Counseling Programs. The program will prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society.

Example 2

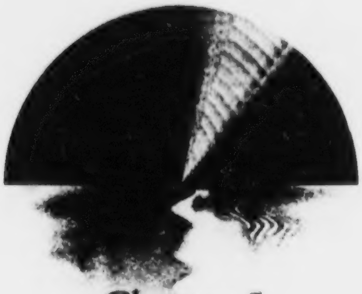
As a result of participating in the school counseling program in the Success School District, all students will acquire attitudes, skills, and knowledge as a result of their involvement in the following developmental areas:

Academic Development. All students will develop a flexible academic plan which includes course selections and complements the students' learning styles and career plans. Students will have a sound knowledge of postsecondary options and financing opportunities. Students will understand the relationship between their academic planning and career preparation.

Career Development. All students will have knowledge of their personal strengths and interests and an awareness of the world of work. Students will have a sound understanding of labor market trends and potential career growth and be able to use those in planning their futures. All students will see the connection between course selection, school achievement, and potential careers. Prior to graduation, students will participate in transition activities such as resume writing, completing applications, and interviewing. All students will participate in work-site learning experiences designed to further their education in a career-related field.

Personal/Social Development. All students will develop age-appropriate personal/social skills and qualities that foster a positive work ethic and healthy relationships. Students will be able to work well in groups, resolve conflicts, set goals, and develop consensus-building and decision-making skills. Students will also have knowledge of positive attitude maintenance, self-image building, and other personal skills required for success.

Your **vision statement** will help you to identify student competencies that support the attitudes, skills, and knowledge that the School Counseling Leadership Team believes is an essential component of your National Standards-based school counseling program.



Chapter 5

Phase 2 AWARENESS: What Should Your Students Know and Be Able to Do?

Your vision statement reflects what you believe your students will achieve as a result of participating in a school counseling program. Now you are ready to examine your current school counseling program to determine where your program stands in relation to the National Standards. The data analysis can provide the specific information that you need to better understand the needs of your students. This process will help you to reflect on current program strengths and weaknesses, and identify strategies for improving the overall function of your program and its impact on your students.

WHY

- Assessing your current school counseling program tells you how well you are meeting the academic, career, and personal/social needs of your students.
- The process of information gathering and analysis ensures that implementation plans are rooted in a clear understanding of the realities of the current situation.
- Understanding how to use information and data to tell a story or make a point will be important later as you seek support for implementing your program throughout your school community.

Using the National Standards Program Assessment Worksheets

A series of worksheets for each of the nine academic, career, and personal/social national standards is presented in Appendix A. Each two-page worksheet guides you through seven steps to help you to organize your thinking and to complete each of these steps in a logical sequence.

To help you organize your thinking, the next chapters of this workbook offer a detailed explanation for each step, provide examples for you to follow, and present a specific portion of the program assessment worksheet for note-taking and discussion.

The next two pages show a sample Program Assessment Worksheet for Academic Development Standard A. Review the seven steps involved and examine the different types of program assessment exercises in which you will participate.

Sample PROGRAM ASSESSMENT WORKSHEET

ACADEMIC DEVELOPMENT—Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Improve Academic Self-Concept*

Students will:

☐ articulate feelings of competence and confidence as learners ☐
☐ display a positive interest in learning ☐
☐ take pride in work and in achievement ☐
☐ accept mistakes as essential to the learning process ☐
☐ identify attitudes and behaviors which lead to successful learning ☐

Competency Area: *Acquire Skills for Improving Learning*

Students will:

☐ apply time management and task management skills ☐
☐ demonstrate how effort and persistence positively effect learning ☐
☐ use communication skills to know when and how to ask for help when needed ☐
☐ apply knowledge of learning styles to positively influence school performance ☐

Competency Area: *Achieve School Success*

Students will:

☐ take responsibility for their actions ☐
☐ demonstrate the ability to work independently, as well as the ability to work cooperatively with other students ☐
☐ develop a broad range of interests and abilities ☐
☐ demonstrate dependability, productivity, and initiative ☐
☐ share knowledge ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐

STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

☐ ☐

☐ ☐

☐ ☐

☐ ☐

STEP 5 *Review the lists of student competencies in Steps 1, 2 and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	**Activity**	**Evaluation Method**

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

STEP 1

Now that you are familiar with the five phases of *Vision into Action* and have reviewed the Program Assessment Worksheet, you are ready to incorporate the National Standards into your school counseling program.

An integral part of the National Standards for School Counseling Programs is the list of student competencies for each of the three development areas: academic, career, and personal/social. The competencies are statements that describe what you want your students to know and be able to do as a result of participating in your school counseling program.

Points to remember:

- The competencies are the foundation of the standards and your vision for your students. By achieving the standards, you make your vision a reality.
- The competencies guide the achievement of the attitudes, skills, and knowledge that students should acquire as a result of participating in your school counseling program.
- The competencies are motivating targets for the School Counseling Leadership Team to work toward.

The first step on the worksheet asks you to review the list of the student competencies suggested by each of the national standards. Discuss how meaningful, important, or relevant these competencies are to include in your school counseling program.

DIRECTIONS—STEP 1

Check the student competencies that you believe are important to include as part of your school counseling program.

ACADEMIC DEVELOPMENT—Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency Area: *Improve Academic Self-Concept*

Students will:

☐ articulate feelings of competence and confidence as learners ☐

☐ display a positive interest in learning ☐

☐ take pride in work and in achievement ☐

☐ accept mistakes as essential to the learning process ☐

☐ identify attitudes and behaviors which lead to successful learning ☐

Competency Area: *Acquire Skills for Improving Learning*

Students will:

☐ apply time management and task management skills ☐

☐ demonstrate how effort and persistence positively effect learning ☐

☐ use communication skills to know when and how to ask for help when needed ☐

☐ apply knowledge of learning styles to positively influence school performance ☐

Competency Area: *Achieve School Success*

Students will:

☐ take responsibility for their actions ☐

☐ demonstrate the ability to work independently, as well as the ability to work cooperatively with other students ☐

☐ develop a broad range of interests and abilities ☐

☐ demonstrate dependability, productivity, and initiative ☐

☐ share knowledge ☐

STEP 2

After you have reviewed the competencies suggested by the national standards, it is important to list and review the competencies currently delivered by your school counseling program that are not listed in the National Standards.

DIRECTIONS—STEP 2

List the student competencies related to this standard that are part of your current school counseling program.

ACADEMIC DEVELOPMENT—Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

☐ ______________________________ ☐

☐ ______________________________ ☐

☐ ______________________________ ☐

☐ ______________________________ ☐

☐ ______________________________ ☐

☐ ______________________________ ☐

STEP 3

Gathering Relevant Information

Now that you have identified important competencies based upon your vision for your students, the National Standards, and your current school counseling program, it is necessary to understand the current situation of your students and their needs. Step 3 asks you to gather important information and data.

Before you begin, consider the following questions:

- What are the specific needs of your students?
- What did you learn from the data about your students' achievements, their progress, and plans after high school?
- How does your current program compare to the ideal in a standards-based program? Where are the gaps?
- How does what you have learned support the changes that you are proposing?

To begin, you will need to collect important information and data about your students related to each of the three areas of student development in the National Standards for School Counseling Programs: Academic, Career, and Personal/Social.

The specific information that you are able to collect for your program review depends on three factors:

- The resources (time, staff, etc.) available to you
- The information accessible to you from school, district, and state agencies
- The relevance of the data available to the three developmental areas (academic, career, and personal/social development)

As you begin to think about the kinds of information you want to gather for your program assessment, you should consider focusing on one standard at a time. Take, for example, the Academic Development area. A review of the competencies in the Academic Development area (see pages 7–10 in Chapter 1) may help you identify the specific information that you will want to examine to better understand the needs of your students, such as:

- Attendance rates
- Passing/failing rates
- Standardized achievement test scores
- Course taking patterns
- Postsecondary options
- Dropout rates
- Parent involvement rates
- Students enrolled in advanced courses

If your School Counseling Leadership Team is interested in assessing the district-wide school counseling program, you will need to examine specific data points for kindergarten through grade twelve. The data you review need not be limited to quantitative information. For example, if you are a middle/junior high school counselor, you may want to know more about student attitudes toward doing well in coursework. Middle/junior high school students are subject to intense peer pressure that often impacts school performance and can affect student achievement.

However, if you are interested in examining task and time management activities elementary school students participate in before they move up to the middle/junior high school, you may want to look at basic quantitative measures that answer questions such as: How many students? For how long? With what success rate?

It is important not to become overwhelmed by the seemingly endless amount of information that could be integrated into your school counseling program assessment. You might find it particularly helpful to focus on one area at a time, breaking down the data collection task into more manageable chunks. If you are looking to assess your school counseling program at a specific educational level, you will need to look at the information and data that pertain to the elementary, middle/junior high, or high school population.

Measurable Indicators of Success (See worksheet in Appendix B.)

Information gathering or data points might address the following:

Elementary School	**Middle/Junior High School**	**High School**
attendance	attendance	attendance
retention in grade level	retention in grade level	retention in grade level
future plans	future plans	future plans
standardized achievement tests/state reference points/ required state exams	standardized achievement tests/state reference points/ required state exams	standardized achievement tests required state exams
access to technology	access to technology	access to technology
parent involvement	parent involvement	parent involvement
learning opportunities percentage of students in low, middle, high achievement groups	learning opportunities percentage of students in below, grade level, and above grade level classes	learning opportunities percentage of students in college prep courses, technical/occupational courses, honors courses, AP courses, remedial courses
failure rates	failure rates	dropout rates

Information Important to the Academic Development Standards

Various types of information (i.e., data) may be particularly meaningful to the three academic development standards. ***All data should be disaggregated by gender, race/ethnicity, socioeconomic status, etc., to ensure that you have a complete picture of the achievement of your students.*** As you begin to gather specific information in this area, you might want to consider the following:

On the following pages, you will find guidelines and a worksheet that will

Possible Information to Collect	**Likely Source**
Average standardized test scores: – at your school – by grade – by district – by region	School Records District Database of Student Test Records Standardized Test Scores State Education Department Data
Average grades for various student groups Percentage of students who meet state competency requirements Percentage of students enrolled in AP and advanced courses Course taking patterns	School Grade Reporting Data Base State Education Department School Records High School Counselors
Percentage of students who graduate from high school Percentage of students who drop out of high school Percentage of students who plan to attend postsecondary institutions	School Records High School Counselors Exit Interviews Senior Follow-up Study Student Questionnaires
Attendance rates	Building/District Attendance Data
Percentage of parents who participate in academic school conferences	Classroom Teachers School Counselors
Student attitudes toward school and study	Survey of student attitudes

help guide you through the information gathering process for academic development. There are examples of information that you may want to collect to learn more about your students' academic achievement. The complete set of Gathering Data Worksheets for academic, career, and personal/social development is Appendix C.

Gathering Data for the Academic Development Standards

- **Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

Competency Areas:

Improve Academic Self-Concept

Acquire Skills for Improving Learning

Achieve School Success

- **Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.**

Competency Areas:

Improve Learning

Plan to Achieve Goals

- **Students will understand the relationship of academics to the world of work, and to life at home and in the community.**

Competency Area:

Relate School to Life Experiences

IDENTIFYING AVAILABLE AND IMPORTANT INFORMATION WORKSHEET

List below the specific information related to student academic development that you want to collect for your school counseling program assessment. Be sure to indicate the School Counseling Leadership Team member who is responsible for obtaining the information as well as the source of the desired information. ***To ensure that you have a complete picture of the achievement of your students, all data should be disaggregated by gender, race/ethnicity, socioeconomic status, etc.***

ACADEMIC DEVELOPMENT

The data you collected provide you with information concerning student needs

Information Important to Our School	Source	Who	By When	Results

and issues that you will want to address. Look at the information that you have collected about your students. Where are the priorities? . . . the needs? . . . the gaps? Which student groups are well served or are inadequately represented? You can use the results of the information and data gathering to gain a better understanding of the current situation for students at your school.

Next, it is important to determine which needs and issues are priorities for improving your program and its impact on students. Each *Identifying Available and Important Information Worksheet* offers you a sense of what is important for you to know about your students to determine which student competencies will be most critical to their achieving the National Standards.

In Step 3 on the program assessment worksheet, you will list all of the significant information and data points you have collected that relate to

ACADEMIC DEVELOPMENT—Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Perhaps you are concerned about the numbers of students in specific racial, ethnic or socioeconomic groups that are not planning on furthering their education. Do you need to address this issue to improve the school experience for all of your students? Do you have the potential to do something about this issue?

DIRECTIONS—STEP 3

Briefly summarize the results of the information gathering related to this standard. Use the results from the Identifying Available and Important Information Worksheet.

____

____

____

____

As part of this process, you may have discovered that certain information and data were not available to you but would have been useful to have. Perhaps specific test scores or statewide data that you were unable to locate for the assessment would be helpful to determine what attitudes, knowledge, and skills your students have acquired to date. Perhaps there are additional data and information that you would like to collect in the future that would be important to determine the effectiveness of your school counseling program. It is important to keep these additional data points in mind for future reference.

STEP 4

Now that you know more about your students' needs, consider brainstorming additional student competencies that you believe will help your students to gain the attitudes, knowledge, and skills that are important for them. You may also need to examine state educational reform initiatives that are under way, including new curriculum standards or school improvement plans. Your site- or school-based team may also have additional competencies for your students. These important state and local undertakings may suggest gaps or provide additional direction. In other words you might want to add a couple of additional competencies to the list. Try to think of what might be missing to help your students to achieve a high level of success in school.

DIRECTIONS—STEP 4

Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard.

☐ ____ ☐
☐ ____ ☐
☐ ____ ☐
☐ ____ ☐
☐ ____ ☐
☐ ____ ☐

STEP 5

Making Sense of the Lists: Organizing the Competencies

The complexity of and the number of competencies that you identified should reflect the educational reform agendas under way in your building, your district, and your state. Now it is time to make sense of what you have selected as important for your students.

After reviewing the suggested competencies in the National Standards, your school counseling program competencies, and whatever other competencies you may have identified as important, you probably have more competencies for this one standard than your program could possibly address. Therefore, it is essential to eliminate what is repetitive, combine competencies that are similar, and prioritize what is important so that you can develop a manageable list of student competencies for each standard.

Next, it is time to prioritize and consolidate these lists into one manageable set of student competencies to support *Academic Development Standard A.*

This can be accomplished in several different ways. First, look at each of the competency lists that you developed: *those from the national standards, those from your current school counseling program, and the additional student competencies based upon the needs of your students as demonstrated by data and information.* Determine within each list which competencies are the most important for your students to acquire and rank order them accordingly. You will use the boxes on the right hand side of the worksheet to rank the competencies in priority order.

As you prioritize, be sure that all members of the School Counseling Leadership Team have the opportunity to share their insights and perspectives. It is quite possible that some members of the team might view certain competencies areas as very important, whereas other members of the team might consider the same areas as only moderately important or not important at all.

The process of consensus building can be one of the most enlightening components of the program assessment. Encourage the School Counseling Leadership Team members to share their views and voice their opinions about the relative importance of each competency and the relationship of the competencies selected to the vision statement and the information collected about your students.

Combine similar student needs and issues, and defer or eliminate those that are not critical at this moment. Use consensus building to determine if there are needs and issues that have support from the majority of the group. Ask yourselves: *Why does this issue/need cry out for attention? Do we need to address it to improve the school experience for our students? Also ask yourselves: Do we as a School Counseling Leadership Team have the potential to do something about this issue?*

Step 5 on the program assessment worksheet asks you to prioritize these lists based upon the work you did in Steps 1, 2, and 4. ***Remember, all of the selected student competencies should be supported by the information and data you have about your students and should reflect your vision statement.*** Review the list of competencies and make sure you prioritize and limit them to a manageable, achievable number. When you have completed the next step, you will have one list of student competencies to support this national standard, your current school counseling program, and the information collected about your students. You will complete a similar exercise for each of the nine national standards. Your list of student competencies for each standard must be manageable and attainable!

Another way to help you better determine the priority each competency is to use the Prioritization Worksheet for Student Competencies found in Appendix D. Copies of the worksheet can be reproduced and distributed to all members of your team. The worksheet enables you to *quantify* your impressions of the importance of and emphasis needed for each competency. That helps you prioritize each competency.

A sample of a completed worksheet for a competency is shown below.

PRIORITIZATION WORKSHEET FOR STUDENT COMPETENCIES

DIRECTIONS: List each competency you wish to prioritize and rate it in terms of its importance and future emphasis using the two 7-point scales provided. Then, compute the total prioritization score for the competency by adding the two ratings. The higher the total score, the higher the priority for the competency.

Student Competency:

Articulate feelings of competence and confidence as a learner

1. Importance: How important is it that students from your school achieve this particular competency?

Not at all Important			Moderately Important			Absolutely Essential
☐	☐	☐	☐	☐	☑	☐
1	2	3	4	5	6	7

2. Emphasis: Considering the activities currently available through your school's counseling program and their effectiveness/success, how much emphasis should your program place on this particular competency in the future (next 5 years?).

Much LESS Emphasis			About the Same Emphasis as Now			Much MORE Emphasis
☐	☐	☐	☐	☑	☐	☐
1	2	3	4	5	6	7

TOTAL 11 (add the *importance* and *emphasis* scores)

The "score" for this competency is the simple sum of the two item scores (from 2 through 14). The higher this score, the higher the priority the item should receive in the future. Using the scores, you can easily rank the priorities within a competency area or for the entire Academic Development standard.

You may wish to have each member of your team rate each of the competencies independently using the rating scale on the worksheet and then compare results.

You can compute an average across all team members; for example, scores of 13, 12, 10, 11, 12, and 11 would average 11.5 for this item. You could rank order the competencies by the team averages.

DIRECTIONS—STEP 5

Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next, *prioritize* the student competencies that are most important to achieving this standard. *Rank order* the competencies in the boxes on the right-hand side of Steps 1, 2, and 4.

ACADEMIC DEVELOPMENT — Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency Areas

- Improve Academic Self-Concept
- Acquire Skills for Improving Learning
- Achieve School Success

☐ articulate feelings of competence and confidence as learners ☐
☐ display a positive interest in learning ☐
☐ take pride in work and in achievement ☐
☐ accept mistakes as essential to the learning process ☐
☐ identify attitudes and behaviors which lead to successful learning ☐
☐ apply time management and task management skills ☐
☐ demonstrate how effort and persistence positively effect learning ☐
☐ use communication skills to know when and how to ask for help when needed ☐
☐ apply knowledge of learning styles to positively influence school performance ☐
☐ take responsibility for their actions ☐
☐ demonstrate the ability to work independently, as well as the ability to work cooperatively with other students ☐
☐ develop a broad range of interests and abilities ☐
☐ demonstrate dependability, productivity, and initiative ☐
☐ share knowledge ☐

Current school counseling program

☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐

Additional competencies based upon student information and data

☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐
☐ ______________________________ ☐

You have explored your current school counseling program by examining your program and services. Information, data, and the needs of your students have directed the prioritization process for selecting student competencies. Before you begin to design your program, there is one more awareness activity that needs attention.

Reality Check—Environmental Scanning

What other challenges or opportunities from your immediate environment do you need to consider before you begin to revamp your school counseling program? It is important to examine all of the issues that work in favor of or in opposition to change, including local and state academic expectations, school reform initiatives, district and building "politics," the current school counseling staffing configuration, administrative support, the buy-in of those with a direct stake in the outcomes you are seeking, and resources (financial and otherwise) available. School counseling programs that are grounded in reality, can work with positive and negative influences, and have the support of all of the stakeholders involved in the program (students, parents, faculty, administration, and community) are more likely to achieve success.

Ask the School Counseling Leadership Team to individually spend some time developing a list of positive and negative influences related to each standard.

Brainstorm a list and determine whether these influences are working in favor of the desired future or working to maintain the status quo. Remember that what one person perceives as positive may be viewed negatively by another. Many environmental influences will have both positive and negative elements.

The worksheet on page 54 helps you to record and organize opportunities and obstacles that influence the school counseling program that you wish to deliver to your students. Use this "reality check" to consider which of these opportunities must be dealt with prior to designing your program. Identify an issue or issues related to

ACADEMIC DEVELOPMENT – Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency Areas:

- Improve Academic Self-Concept
- Acquire Skills for Improving Learning
- Achieve School Success

Explore the environmental influences and implications related to achieving this standard with the School Counseling Leadership Team. The following worksheet Appendix E and can be reproduced as many times as needed for environmental scanning in academic, career, and personal/social development.

ENVIRONMENTAL SCANNING WORKSHEET

National Standards Area: _____Academic _____Career _____Personal/Social

National Standard: **ACADEMIC DEVELOPMENT – Standard A**
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

OBSTACLES	OPPORTUNITIES

One More Time – Revisit the Student Competencies

Make sure that the student competencies selected by the School Counseling Leadership Team will define the results you are seeking and will help your students achieve the nine National Standards. Use the following questions to guide your thinking:

1. **Vision:** *Will achieving these student competencies move us toward our vision?*

2. **Need:** *Will achieving these student competencies move the school forward in its ability to prepare students for transitions from grade level to grade level and to post-secondary education and the workplace?*

3. **Impact:** *Will achieving these student competencies support the mission of our school and create long-term systemic change?*

4. **Equity:** *Will achieving these student competencies redress inequities in education between majority/minority, affluent/disadvantaged, male/female students?*

5. **Feasibility:** *Given who we are, the resources we have, and the time that we have, do we as a school counseling leadership team, together with other members of the faculty, administration and community have the potential to achieve these student competencies?*

The following worksheet is Appendix F and can be reproduced as needed for Environmental Scanning in academic, career, and personal/social development.

DO YOUR PRIORITIES MEET THE NEEDS OF YOUR STUDENTS?

National Standards Area: X Academic ____ Career ____ Personal/Social

National Standard: **ACADEMIC DEVELOPMENT – Standard A**
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

COMPETENCY	Vision	Need	Impact	Equity	Feasibility
All students perform at or above grade level on standardized tests.	X	X	X	X	X
All students can identify attitudes and behaviors that lead to successful learning.	X	X	X	X	X
All students take responsibility for their actions.	X	X	X	X	X

If you can check these boxes and indicate that the competencies meet your vision for your students, reflect student needs, impact positively on all students, provide equitable access to school counseling programs, and are feasible to implement, then you are well on your way to achieving a National Standards-based school counseling program.

Chapter 6

Phase 3

DESIGN: Standards and Activities

Program design is based on the student competencies that you and the School Counseling Leadership Team have established as priorities for your school counseling program, as guided by the National Standards. You have already:

- created a vision for your students as a result of participating in a school counseling program;
- gathered the relevant and important information that is based upon your current school counseling practice and identified the information and data that specify the needs of your students; and
- prioritized the competencies that are important to your students and analyzed the influences that may positively or negatively impact the success of your program.

The following questions may help guide your thinking as you design your program:

- What education reform language does your system use?
- Are your expectations of students clear and focused?
- Are they measurable as indicators of performance or achievement?
- Is your program design realistic?
- Do the competencies reflect your vision and needs of your students?
- Does it support the mission of the school?
- Do your goals evolve from your school's mission statement and vision for your students?
- How is the faculty involved?
- Is it integrated across the curriculum?
- What commitments have your superintendent, school board, and administration made?
- And, most important, is your program for all students?

You have identified and prioritized the key competencies that you want your students to acquire as a result of participating in your school counseling program. What programs, services, and activities do you have in place or do you need to create to support these competencies?

STEP 6

It is now time to organize all of this information into a comprehensive, developmental school counseling program that is based on the National Standards. The next step, Step 6, of the Program Assessment Worksheet engages you in one of the most critical components of the process – identifying the services and activities that you might offer at your school to better address the student competencies you have selected. During this step, you will list the specific activities that you plan to deliver to ensure that your students acquire the attitudes, skills, and knowledge related to Academic Development Standard A that will ultimately help them to meet the standard.

The following activities, services, and program delivery methods can be directly or indirectly linked to the student competencies for the nine standards and are based upon the academic, career and personal/social comprehensive and developmental school counseling domains. These include:

Individual Counseling

academic program planning (annual reviews)
intervention
academic and attendance intervention

School Counseling Curriculum (Content)

classroom guidance activities

Responsive Services

group counseling programs
peer mediation programs
special events (career fairs, college nights, multicultural days, etc.)

System Support

after-school academic support programs
honor societies and student recognition activities
cocurricular and extracurricular activities that encourage student success

Developing Activities

Activities are specific programmatic actions to achieve the outcomes for your students. They answer the question: What approach will we take to reach the National Standards and the competencies we have selected?

WHY

- Activities are the basis of the plan. If the planning process has, to some, not seemed "real," it will become real now.
- A carefully developed plan will keep you from reinventing the wheel or missing opportunities.
- Each activity should enhance creativity and overcome the tendency to engage in narrow searches for solutions to problems.
- Ideally, the implementation of a variety of activities will move your school counseling program toward attainment of your vision and the National Standards.

HOW

You may need to brainstorm with members of the School Counseling Leadership Team the services and activities that could be developed for or integrated into your school counseling program. Consider the following "rules" of brainstorming:

- Generate as many new ideas as possible.
- Don't criticize or evaluate ideas that are generated during the brainstorming session.
- Try to generate new, creative, and even off-the-wall suggestions.
- Keep your brainstorming focused.
- Set a time limit for the brainstorming session.

Once you have completed the brainstorming of ideas, you can begin to more critically evaluate each option and determine those ideas that are most worthy of continued attention and development. Develop a list of activities to achieve the student competencies that are important to your program.

Assign activity development tasks to the School Counseling Leadership Team and to other members of your school counseling department. You may need to review relevant reports and contact organizations that can steer you toward ideas, strategies, activities, and models that will help you design your program. Hold one or more meetings where activity ideas are reported on, discussed further, and decided upon.

Consider the importance and potential impact of each activity. When selecting activities, keep in mind the following questions:

- Does it support achieving academic, career, and personal/social development student competencies based on the National Standards?
- Does it make a difference in student achievement and in ensuring school success?
- Is it proactive?
- Does it focus on prevention?
- Does it support the educational mission of your school?

Review and develop a final list of activities. Then ask:

- Are there too many activities to be realistically accomplished?
- Has the School Counseling Leadership Team stretched enough?
- Do we expect too much or too little?

Combine similar activities and eliminate activities that are not on your priority list or do not specifically support a competency. If you are not in agreement, use the consensus method again to prioritize the activities that have support from the majority of the group. Then ask:

- How will this activity address a student issue or need that requires our attention?
- Should this activity be included to improve the school experience for our students?
- Do we as a School Counseling Leadership Team have the potential to deliver this activity/experience for students?
- Are there factors related to Environmental Scanning (see page 53) that must be considered to ensure that the activities can be implemented for our students?

It is important to select a reasonable number of activities that support the competencies and standard rather than setting out a long list of activities that cannot be accomplished. Given the need for systemic change, coupled with scarce resources, you must prioritize your activities. Do not settle on particular approaches until you have fully discussed these issues.

Look at the list of activities that you have considered for

ACADEMIC DEVELOPMENT – Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Now complete the following:

DIRECTIONS—STEP 6

Review the student competencies that you have prioritized. (See Appendix G, Activity Selection Worksheet.) **Identify the specific activities that will help your students to achieve this standard and these competencies.**

Student Competency	**Activity/Service/Program**

Now you are ready to move your Vision into Action and begin the *implementation* phase.

Chapter 7

Phase 4 IMPLEMENTATION: Taking Action

As you are aware, designing a National Standards-based developmental school counseling program is a complex task, involving many steps and the support of all of your stakeholders. Program implementation is the direct result of all of these planning efforts and demonstrates your commitment and the commitment of the School Counseling Leadership Team to provide your students with the attitudes, knowledge, and skills that know they need to achieve success in school and after they graduate.

The following questions will guide your preparation for implementation:

- Are the resources in place to begin the implementation?
- Is the essential staff development in place for all involved in the program delivery (i.e., school counselors, other student service personnel, administrators, and the faculty)? Who will do what and when?
- Is there a plan to continue to communicate regularly with all of the staff involved in the direct program delivery at the elementary, middle/junior high, and high school level?
- Are you assured that all of the stakeholders have bought into the newly designed program?
- Does your time line make sense?
- Can you accomplish what you have set out to achieve?
- Have you communicated your vision and priorities to parents and to your community?

Your vision can be realized if you create a detailed map to reach the ultimate destination. The **Action Plan** – which answers the question, "*Who* will do *what* – *when* and *how?*" – is the map that guides your direction and checks your progress as you proceed from one point to another. The Action Plan must include the student competencies you wish to achieve; activities for the competency areas and standards;

the time line to ensure progress; the person(s) responsible for the plan's implementation; the expected outcomes for students; and checkpoints (benchmarks) to measure success. You will need to monitor the Action Plan frequently to assess your progress and to make the necessary adjustments so that you can achieve your vision for your students.

WHY

- To ensure a commitment to a school counseling program that is well thought out and designed.
- To provide a step-by-step guide to who does what by when, so that there is clarity of responsibility.
- To provide a framework to maintain momentum.

HOW

You are ready to use the student competencies to begin to implement the activities that you identified in Chapter 7, put the time line in place, build your calendar, and assign responsibility for the delivery of each of the activities.

It is also important to carefully consider the implementation time line. Make sure you coordinate your planning with existing school building and district special events. Consider conducting a crosswalk of the school building/district calendar with the time line you are proposing for program delivery to ensure that activities and events complement each other and do not create a scheduling conflict or drain the staff's ability to be effective.

This is also another opportunity to ensure that collaborative relationships are established and the resources within the school and the community are identified and allocated. Take the time to review the obstacles and opportunities from Environmental Scanning to make sure your support and resources are in place to successfully move through the implementation, action-plan phase of your program.

Review the program assessment worksheets for each of the competency areas. Refer back to Steps 5 and 6 – the prioritized competencies and accompanying activities for each standard. Summarize your National Standards-based school program on the next page for Academic Development Standard A. A worksheet template that can be duplicated and used for all of the standards is provided in Appendix H.

ACTION PLAN

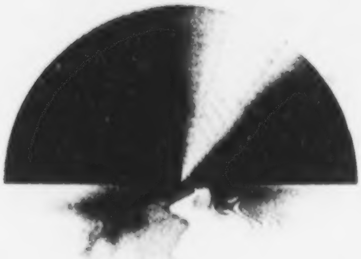
National Standards Area: _____Academic _____Career _____Personal/Social

National Standard: **ACADEMIC DEVELOPMENT – Standard A**
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency Areas:
Improve Academic Self-Concept
Acquire Skills for Improving Learning
Achieve School Success

Student Competency	Activity	When	Who	Expected Results for Students

This worksheet is Appendix H and can be reproduced as needed for Action Plan development for the nine Academic, Career, and Personal/Social development standards.



Chapter 8

Phase 5

EVALUATION

The primary purpose of evaluation is to improve your program. Evaluation enables you to review and revise your National Standards-based school counseling program – *during* program implementation – at the points you determine. Evaluation of your efforts can occur at any time after you have started to deliver services and activities. Evaluation planning ensures that you have a process for evaluation in place in the front end and answers the question: *How will we know when we have reached our goals?*

Think of as many approaches as you can to measuring student progress toward achieving the goals of your program. Keep in mind that you need to know:

- What is your time line to reach your vision for your students?
- How will you measure achievement of the student competencies?
- How will you know when you have achieved them?
- What benchmarks did you develop to help assess progress?
- How will progress be measured?
- Who is responsible for monitoring and reporting progress?
- Have your students acquired the skills and realized the growth established as a result of participating in a National Standards-based program?

Evaluation tells you whether or not students are achieving the competencies you selected – and, ultimately, the nine National Standards – as a result of participating in your school counseling program. Program effectiveness is determined by student progress towards the competencies that the School Counseling Leadership Team selected. There are two ways to evaluate your program:

The first is to evaluate the *product:* What have our students achieved?

The second is to evaluate the *process:* What did we do to help our students achieve?

You will need to continuously collect and evaluate data, and adjust your action plan accordingly. Determine when you need to check your progress. This could be at a specific times of the school year and/or at different transition points for your students. For example, some data are more readily available at the end of the school year. Student growth in attitudes, skills, and knowledge may best be measured at transitions stages: after elementary school, at the end of middle/junior high school, after graduation.

Make sure you build time into the process for all of the school counselors and members of the School Counseling Leadership Team to reflect individually and collectively on what has been accomplished. It is also important to take the time for all involved in the implementation of the National Standards-based program to meet periodically with the Leadership Team and recommend changes in the Action Plan.

WHY

- To assess your school counseling program's progress towards your students' achievement of the National Standards.
- To be able to learn from mistakes – so you can do it better next time.
- To give you the opportunity to make any necessary adjustments to your program.
- To be able to convey your successes to the faculty, parents, community members, and advisory groups – and generate enthusiasm and support for your program.
- To have the data to demonstrate the success of your program and its impact on students.

HOW

First, look at Step 7 of the Program Assessment Worksheet to identify the methods that will help you to evaluate your students' progress and your program's effectiveness. Use the Evaluation Methods Worksheet (see page 70) to describe how you will evaluate your student progress toward achieving the competencies and the National Standards.

This final step on the Program Assessment Worksheet helps you to consider how you will measure the merits of your program and its impact on your students. The evaluation method you select for each competency should reflect the attitudes, knowledge, or skills that your students have achieved. Evaluation tools may be formal or informal and may include:

- student self-reporting
- teacher observations
- needs assessments
- case studies
- portfolios
- student resumes
- journal entries
- feedback from college admissions counselors, local employers, parents, and other sources.

Measurable success resulting from these efforts demonstrates program effectiveness.

STEP 7

This step is designed to provide you with the opportunity to think about any and all methods of evaluation that you might employ to gauge the effectiveness of your school counseling program.

Complete Step 7 below for

ACADEMIC DEVELOPMENT – Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency Areas

- Improve Academic Self-Concept
- Acquire Skills for Improving Learning
- Achieve School Success

EXAMPLE:

Student Competency	Evaluation Method
Identify attitudes and behaviors which lead to successful learning	All eighth graders will demonstrate knowledge of their individual learning styles and study skills using a problem-solving simulation.

DIRECTIONS—STEP 7

Describe the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies. Refer to Step 6 for your list of "prioritized" student competencies.

Student Competency	Evaluation Method

Brainstorm with your leadership team to be sure you are thinking of as many possibilities as you can to evaluate the competency areas. Then, go back to the list and determine which approaches to measuring program effectiveness will give you what you want within reasonable time and cost parameters.

As you think about the question of how you will measure your progress toward achieving the competencies and the National Standards, also consider alternative forms of measurement to assess product and process outcomes.

PRODUCT Outcome Questions

- To what extent have students achieved the competencies?
- What aspects of your program were most effective in helping students achieve the competencies?
- What aspects of your program were ineffective and require revision to help students achieve the competencies?

PROCESS Outcome Questions

- To what extent was your program implemented this year?
- Was the time line in your action plan realistic?
- Were students, parents, and teachers satisfied with the program?
- Did the school counseling program receive adequate administrative support?

Assessing Progress at Key Intervals: Creating Benchmarks

As your program implementation gets under way, you will want to know sooner, rather than later, the impact of all of the hard work and effort that you and the School Counseling Leadership Team put into developing the school counseling program based on the National Standards. Benchmarks identify the specific attitudes, knowledge, and skills that each student should achieve at predetermined stages. Benchmarking is a process in which you identify specific indicators to help you assess student progress.

You will want to know your students' achievements as they progress from grade level to grade level and as your program evolves with each month of the school year. You may want to look at student progress at the transitional points in their educational careers – for example, after elementary school, after middle or junior high school, and at the time of graduation.

Benchmarks help you evaluate the progress a student has made in achieving specific competencies that support student progress toward the attainment of the National Standards.

Consider

ACADEMIC DEVELOPMENT – Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

EXAMPLE:

Student Competency	***Benchmark:*** **End of Elementary School**	***Benchmark:*** **End of Middle/ Junior High School**	***Benchmark:*** **End of High School**
Identify attitudes and behaviors that lead to successful learning	Students will list strengths and interests that will help them be successful in middle school.	Eighth-grade students will apply knowledge of their individual learning styles and study skills in a problem-solving simulation	Graduating students will create a written profile of their attitudes, characteristics, and achievements that contribute to future success in learning.

Discuss with the School Counseling Leadership Team how best to establish benchmarks. Decide what you want to know and when and how you wish to gather information on student progress. Determine if you will select specific grade levels, transitional periods, or if there are other options that best reflect the needs and philosophy of your school building and/or district.

As an exercise, establish a **benchmark** for a specific student competency (see Appendix I, Benchmark Worksheet). Select another student competency that supports Academic Development Standard A and design benchmarks for each transitional point.

Student Competency	***Benchmark:*** **End of Elementary School**	***Benchmark:*** **End of Middle/ Junior High School**	***Benchmark:*** **End of High School**

Now, develop Benchmarks to complete the following worksheet. The Evaluation Methods Worksheet is Appendix J and can be reproduced as needed for the nine academic, career, and personal/social development standards.

EVALUATION METHODS WORKSHEET

National Standards Area: ____Academic ____Career ____Personal/Social

National Standard:

Describe the methods you can use to evaluate the effectiveness of your school counseling program to achieve the key benchmark indicators and the student competencies.

Student Competency	Evaluation Method	Benchmark (grade level or transitional time)

Next, use the Evaluation Planning Worksheet to organize your evaluation plan and answer the following questions for each standard:

- What will students know and be able to do?
- When will our students achieve the standard?
- How will you know when the student attains the competencies and standards?
- Are there intermediate benchmarks we can aim for?
- How will we measure whether our program has helped students achieve the standards?
- Who is responsible for measuring progress?

The results of this exercise enable you to check your progress and measure your students' success in achieving the student competencies that you selected and, ultimately, the National Standards. Benchmarks will also help you determine the progress your students are making at key intervals.

Next, you are ready to organize your evaluation plan. Refer back to your Action Plan in Chapter 7 (page 64). There, you indicated expected results for your students as a result of the activities you chose. Now, review the Evaluation Methods worksheet on the previous page. Transfer the information to the Evaluation Planning Worksheet (Appendix K), which will help you monitor what will be evaluated, when, and by whom.

EVALUATION PLANNING WORKSHEET

This worksheet is Appendix K and can be reproduced as many times as needed for the nine Academic, Career and Personal/Social development standards.

National Standards Area: _____Academic _____Career _____Personal/Social

National Standard:

What has changed?

Student Competency	Expected Student Results	Benchmarks			Evaluation Methods	Who
		Year ______	Year ______	Year ______		

Project yourself into the future – or at least two years after you will begin to implement your National Standards-based program. How will you know if you have improved the school counseling experience for your students? How will you know if all the hard work of the school counselors and the school counseling leadership team has paid off?

You and your colleagues on your School Counseling Leadership Team need to refer to the information and data points you gathered in Step 3. Look at the competencies you have selected to support the Academic, Career, and Personal/Social development of all of your students. Ask yourselves:

What has changed?

How much has it changed?

For whom has it changed?

The following tables depict some examples of change that can occur by implementing a National Standards-based school counseling program and by monitoring and evaluating its effectiveness.

ACADEMIC DEVELOPMENT

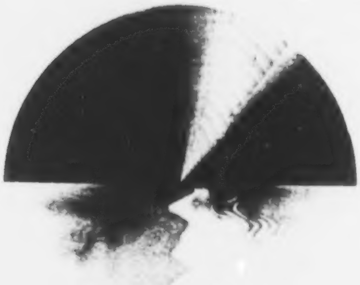
Current Situation: Student Information/Data Points	Measurable Indicators of Success
• Standardized test scores for our students are below the state and national levels or 4th and 5th grades.	• Students at the 4th- and 5th-grade levels will perform at or above grade level on standardized tests.
• Student attendance rates are 90 percent for elementary, 88 percent for middle school and 83 percent for high school.	• Student attendance rate will be above 95 percent for all grade levels.
• African American students account for 5 percent of the enrollment in AP math courses but make up 13 percent of the total enrollment.	• Minority students will be represented in all rigorous academic opportunities at a level similar to their general representation.
• 97 percent of elementary students, 90 percent of middle school students and 52 percent of the high school students plan to attend postsecondary institutions.	• Student aspirations for education after high school will remain at high levels throughout their school career.
• 45 percent of high school seniors are aware of having received information about college admissions and financial aid.	• 100 percent of students will receive and use academic and financial aid information in a sequential manner.
• 51 percent of middle and high school students are taking challenging coursework to prepare them for all options after high school.	• "Tracking" guidelines that limit student options after high school will no longer be in effect.
• All students are assigned to rigorous curricula and courses based on previous grades and achievement scores.	• Rigorous curricula and courses will be open to all students.
• 97 percent of elementary, 61 percent of middle school and 10 percent of high school families participate in annual parent-teacher or parent-counselor conferences.	• All parents/guardians will participate in annual conferences for academic planning and career planning.

CAREER DEVELOPMENT

Current Situation: Student Information/Data Points	Measurable Indicators of Success
• 27 percent of elementary school students, 60 percent of middle school students and 20 percent of the high school students participate in a planned career guidance curriculum.	• All students will participate in a planned, age-appropriate and sequential career development curriculum in grades K through 12.
• 6 percent of the state's 11th and 12th graders participate in worksite learning activities.	• All 11th and 12th graders will participate in a worksite learning experience with connecting activities.
• 82 percent of high school students have a defined career plan, and 57 percent of those students are taking academic courses that support their plans.	• All students in grades 8-12 will have a defined career plan that is supported by an appropriate academic plan.
• 33 percent of the 10th graders can relate personal skills, interests, and abilities to career plans.	• All 10th graders will understand the relationship of personal skills, interests, and abilities to career plans.
• 10 percent of the elementary students, 25 percent of the middle school students and 35 percent of the high school students understand that work is an important means of satisfying personal expression.	• All students at the elementary, middle school, and high school levels will understand that work is an important means of satisfying personal expression.

PERSONAL/SOCIAL DEVELOPMENT

Current Situation: Student Information/Data Points	**Measurable Indicators of Success**
• 27 percent of elementary school students, 54 percent of middle school students, and 3 percent of high school students have received training in personal/social skills such as conflict resolution, decision making, and consensus building.	• All students will participate in a planned, age-appropriate, and sequential curriculum designed to build social and personal skills in grades K through 12.
• 45 percent of elementary school students, 50 percent of middle school students, and 55 percent of high school students demonstrate cooperative behavior in groups.	• All students will participate in a program to build skills in cooperative behavior.
• 10 percent of elementary school students, 15 percent of middle school students, and 25 percent of high school students can use a decision making and problem-solving model.	• All students at the elementary, middle school, and high school levels will participate in programs to learn how to use a decision-making and problem-solving model.
• 55 percent of elementary students know who to ask for extra help in school.	• All students will know who to ask for extra help in school.
• 35 percent of middle school students and 65 percent of high school students have long- and short-term goals.	• All middle school and high school students will learn to establish long- and short-term goals.



Conclusion

The Journey Is the Destination

You won't lag behind, because you'll have the speed.
You'll pass the whole gang, and you'll soon take the lead.
Wherever you fly, you'll be the best of the best.
Wherever you go, you will top all the rest.
(Dr. Seuss, 1990)

Can you remember where you were before you had developed a vision for your school counseling program and decided to move your Vision into Action? Dr. Seuss might have been thinking about school counseling when he reminded us of "all the places we will go." Vision into Action reminds us of the places we ought to be.

As you started your journey to these great places, you knew ultimately where you were heading. You made a commitment to demonstrate that your school counseling program is effective and has a meaningful impact on student achievement. You created a vision of student success. But you certainly could not predict exactly how you would get there. Your journey took you to places that in all probability you never thought you would go or want to go. You looked at data; you struggled over issues; you realized that there is never enough staff, time, or money to do everything you believe is good for your students. You discovered what works well and what never worked well at all. And along the way . . .

You can get so confused
that you'll start in to race
down long wiggled roads at a break-necking pace.
. . .
You'll get mixed up, of course, as you already know.
You'll get mixed up with many strange birds as you go.
. . .
And will you succeed?
Yes! You will, indeed!
(98 and 3/4 percent guaranteed.)
(Dr. Seuss, 1990)

You and your leadership team have traveled many different paths – some direct and obvious and others that meandered and moved you in new directions. Program development, implementation, and evaluation are never-ending, and the journey becomes your destination. The process is as important as the product. You have set your sights on achieving your ultimate goal – your vision for your students. You have used the National Standards to assess your progress on a road not yet traveled by many. You have engaged in new conversations as you shared your vision along the way. You have challenged your belief system about student success and have collaborated to create meaningful change through a school and community partnership. You have committed to using education as an equalizer, not just to prepare students for the future but to give them an edge. You have changed the way school counseling programs will impact students in your school, and you have dealt with the process of change with each step along the way.

Change constantly surrounds us and usually happens in spite of us. Each day brings the new and the different. Perhaps the change is positive, perhaps it brings stress. Even in the most rigid institutions, change happens. Although we may not recognize or acknowledge some influences as change, each day our students bring something different to the environment. Each day the environment influences what we and they can achieve.

You have learned that:

- Change takes time and persistence.
- Individuals go through different stages in the change process and have different needs at different stages.
- Change strategies are most effective when they are chosen based on needs.
- School administrative approval and support is essential for change to occur. You need top-down support for bottom-up reform.
- Developing a critical mass of support is as essential as gaining administrative support.
- The object is to benefit students, not only to "convert" colleagues and staff.
- Successful change is planned and managed.

To a large degree, what you have experienced throughout this workbook is not spontaneous change, but planned and managed change. You have recognized a need and have demonstrated the desire to change your school counseling program.

Achieving change in any shape or form, or for any reason, is not easy. Your involvement with change goes well beyond the good intentions of one or two well-meaning and concerned counselors. It's not about what you think is a good idea or a "maybe we should try that" suggestion. You have been willing to roll up your sleeves and look at the good, the bad, and the indifferent components of your school counseling program. Your reflection and hard work complements your commitment to ensure that your school counseling program strongly impacts the lives of all of your students. This belief is first and foremost the most important precept for making change. The second is your willingness and that of your School Counseling Leadership Team to struggle with school counseling reform and program improvement.

Measuring Success

So what will having a National Standards-based school counseling program mean for your students? How will you show that the journey, with all of its challenges, obstacles, and opportunities, was worth the time and the effort?

Remember, the National Standards are statements of what students should know and be able to do. The standards describe the desired future situation and the vision that you establish for your students. The standards answer the question: What specific competencies must our students achieve? Your benchmarks and evaluation methodology demonstrate your program effectiveness. Your school counseling program is accountable and shows that what you do makes a difference in the lives of students and in their ability to achieve success.

Celebrating Student Success

If we advocate for children, we advocate for ourselves. Promoting your National Standards-based school counseling program involves changing perceptions from *what was* to *what is* to *what will be.*

Traditional Guidance	**Comprehensive/Developmental School Counseling**
1. Reactive	1. Proactive
2. Process Driven	2. Outcome/Competency Based
3. Deductive	3. Inductive
4. Services Driven	4. Program Driven
5. Subjective Evaluation	5. Objective Evaluation
6. Individual Counseling	6. Individual and Group Counseling
7. Students initiate	7. Counselors initiate
8. Generalists	8. Specialists in Academic, Career and Personal/Social Development

You know that schools and students have changed and they will continue to change. The National Standards provide school counseling programs and school counselors with a direction and a pathway to respond accordingly. It is important to ensure that your community understands the important role school counseling programs play in the educational system. Professional school counselors therefore must become:

- facilitators of change,
- leaders in school improvement,
- partners in educational excellence,
- coordinators of collaborative community efforts,
- advocates for equity and excellence, and
- managers of student achievement of school counseling competencies.

If you are going to change the perceptions and attitudes of school administrators, faculty, parents, and community members, you must get across the message that the school counseling program:

- helps students develop knowledge and skills that are needed in today's and tomorrow's world;
- is an integral component of the academic mission of school;
- supports student success and assist in students' academic, career, and personal/social development;
- is for all students – not just those in crisis or those going to college; and
- is effective and accountable.

This message has far-reaching implications. You can use the National Standards to:

- advocate what you believe is essential to your students;
- demonstrate the effectiveness of your program;
- show the relationship of school counseling to student success in school; and
- show that school counselors are catalysts for school change and leaders in educational reform.

Improving student success and student achievement are worthy of our commitment and celebration. Remember, change is the heart of educational reform. Change is the soul of the comprehensive developmental school counseling movement. It is only natural that school counselors play a key role in the educational reform sweeping the nation (Perry & Schwallie-Giddes, 1994). The National Standards support school counselors in this important role and provide direction to school counseling programs to support student achievement and school success.

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APPENDIXES

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PROGRAM ASSESSMENT WORKSHEET

ACADEMIC DEVELOPMENT—Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

STEP 1 *Check the boxes on the left for the student competencies that you believe are **important** to include in your school counseling program (see Chapter 5).*

Competency Area: *Improve Academic Self-Concept*

Students will:

☐ articulate feelings of competence and confidence as learners ☐
☐ display a positive interest in learning ☐
☐ take pride in work and in achievement ☐
☐ accept mistakes as essential to the learning process ☐
☐ identify attitudes and behaviors which lead to successful learning ☐

Competency Area: *Acquire Skills for Improving Learning*

Students will:

☐ apply time management and task management skills ☐
☐ demonstrate how effort and persistence positively effect learning ☐
☐ use communication skills to know when and how to ask for help when needed ☐
☐ apply knowledge of learning styles to positively influence school performance ☐

Competency Area: *Achieve School Success*

Students will:

☐ take responsibility for their actions ☐
☐ demonstrate the ability to work independently, as well as the ability to work cooperatively with other students ☐
☐ develop a broad range of interest and abilities ☐
☐ demonstrate dependability, productivity, and initiative ☐
☐ share knowledge ☐

STEP 2 *List the student competencies related to this standard that are part of your **current** school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

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STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	Activity	Evaluation Method

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

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PROGRAM ASSESSMENT WORKSHEET

ACADEMIC DEVELOPMENT—Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Improve Learning*

Students will:

☐ demonstrate the motivation to achieve individual potential ☐
☐ learn and apply critical thinking skills ☐
☐ apply the study skills necessary for academic success at each level ☐
☐ seek information and support from faculty, staff, family, and peers ☐
☐ organize and apply academic information from a variety of sources ☐
☐ use knowledge of learning styles to positively influence school performance ☐
☐ become self-directed and independent learners ☐

Competency Area: *Plan to Achieve Goals*

Students will:

☐ establish challenging academic goals in elementary, middle/junior high, and high school ☐
☐ use assessment results in educational planning ☐
☐ develop and implement an annual plan of study to maximize academic ability and achievement ☐
☐ apply knowledge of aptitudes and interests to goal setting ☐
☐ use problem-solving and decision-making skills to assess progress toward educational goals ☐
☐ understand the relationship between classroom performance and success in school ☐
☐ identify postsecondary options consistent with interests, achievement, aptitude, and abilities ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	Activity	Evaluation Method

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

PROGRAM ASSESSMENT WORKSHEET

ACADEMIC DEVELOPMENT—Standard C

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Relate School to Life Experiences*

Students will:

☐ demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life ☐

☐ seek cocurricular and community experiences to enhance the school experience ☐

☐ understand the relationship between learning and work ☐

☐ demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals ☐

☐ understand that school success is the preparation to make the transition from student to community member ☐

☐ understand how school success and academic achievement enhance future career and avocational opportunities ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

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STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	**Activity**	**Evaluation Method**

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

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PROGRAM ASSESSMENT WORKSHEET

CARERR DEVELOPMENT—Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Develop Career Awareness*

Students will:

☐ develop skills to locate, evaluate, and interpret career information ☐
☐ learn about the variety of traditional and nontraditional occupations ☐
☐ develop an awareness of personal abilities, skills, interests, and motivations ☐
☐ learn how to interact and work cooperatively in teams ☐
☐ learn to make decisions ☐
☐ learn how to set goals ☐
☐ understand the importance of planning ☐
☐ pursue and develop competency in areas of interest ☐
☐ develop hobbies and avocational interests ☐
☐ learn to balance work and leisure time ☐

Competency Area: *Develop Employment Readiness*

Students will:

☐ acquire employability skills such as working on a team, problem-solving, and organizational skills ☐
☐ apply job readiness skills to seek employment opportunities ☐
☐ demonstrate knowledge about the changing workplace ☐
☐ learn about the rights and responsibilities of employers and employees ☐
☐ learn to respect individual uniqueness in the workplace ☐
☐ learn how to write a resume ☐
☐ develop a positive attitude toward work and learning ☐
☐ understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace ☐
☐ utilize time- and task-management skills ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

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STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	Activity	Evaluation Method

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

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PROGRAM ASSESSMENT WORKSHEET

CAREER DEVELOPMENT—Standard B

Students will employ strategies to achieve future career success and satisfaction.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Acquire Career Information*

Students will:

☐ apply decision-making skills to career planning, course selection, and career transitions ☐
☐ identify personal skills, interests, and abilities and relate them to current career choices ☐
☐ demonstrate knowledge of the career planning process ☐
☐ know the various ways which occupations can be classified ☐
☐ use research and information resources to obtain career information ☐
☐ learn to use the Internet to access career planning information ☐
☐ describe traditional and nontraditional occupations and how these relate to career choice ☐
☐ understand how changing economic and societal needs influence employment trends and future training ☐

Competency Area: *Identify Career Goals*

Students will:

☐ demonstrate awareness of the education and training needed to achieve career goals ☐
☐ assess and modify their educational plan to support career goals ☐
☐ use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences ☐
☐ select coursework that is related to career interests ☐
☐ maintain a career planning portfolio ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

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STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	Activity	Evaluation Method

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

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PROGRAM ASSESSMENT WORKSHEET

CAREER DEVELOPMENT—Standard C

Students will understand the relationship among personal qualities, education and training, and the world of work.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Acquire Knowledge to Achieve Career Goals*

Students will:

☐ understand the relationship between educational achievement and career success ☐

☐ explain how work can help to achieve personal success and satisfaction ☐

☐ identify personal preferences and interests which influence career choices and success ☐

☐ understand that the changing workplace requires lifelong learning and acquiring new skills ☐

☐ describe the effect of work on lifestyles ☐

☐ understand the importance of equity and access in career choice ☐

☐ understand that work is an important and satisfying means of personal expression ☐

Competency Area: *Apply Skills to Achieve Career Goals*

Students will:

☐ demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals ☐

☐ learn how to use conflict management skills with peers and adults ☐

☐ learn to work cooperatively with others as a team member ☐

☐ apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

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STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	Activity	Evaluation Method

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

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PROGRAM ASSESSMENT WORKSHEET

PERSONAL/SOCIAL DEVELOPMENT—Standard A

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Acquire Self-Knowledge*
Students will:
☐ develop a positive attitude toward self as a unique and worthy person ☐
☐ identify values, attitudes, and beliefs ☐
☐ learn the goal setting process ☐
☐ understand change as a part of growth ☐
☐ identify and express feelings ☐
☐ distinguish between appropriate and inappropriate behaviors ☐
☐ recognize personal boundaries, rights, and privacy needs ☐
☐ understand the need for self-control and how to practice it ☐
☐ demonstrate cooperative behavior in groups ☐
☐ identify personal strengths and assets ☐
☐ identify and discuss changing personal and social roles ☐
☐ identify and recognize changing family roles ☐

Competency Area: *Acquire Interpersonal Skills*
Students will:
☐ recognize that everyone has rights and responsibilities ☐
☐ respect alternative points of view ☐
☐ recognize, accept, respect, and appreciate individual differences ☐
☐ recognize, accept, and appreciate ethnic and cultural diversity ☐
☐ recognize and respect differences in various family configurations ☐
☐ use effective communication skills ☐
☐ know that communication involves speaking, listening, ☐
and nonverbal behavior ☐
☐ learn how to make and keep friends ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

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STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	**Activity**	**Evaluation Method**

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

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PROGRAM ASSESSMENT WORKSHEET

PERSONAL/SOCIAL DEVELOPMENT—Standard B

Students will make decisions, set goals, and take necessary action to achieve goals.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Self-Knowledge Applications*

Students will:

☐ use a decision-making and problem-solving model ☐
☐ understand consequences of decisions and choices ☐
☐ identify alternative solutions to a problem ☐
☐ develop effective coping skills for dealing with problems ☐
☐ demonstrate when, where, and how to seek help for solving problems and making decisions ☐
☐ know how to apply conflict resolution skills ☐
☐ demonstrate a respect and appreciation for individual and cultural differences ☐
☐ know when peer pressure is influencing a decision ☐
☐ identify long- and short-term goals ☐
☐ identify alternative ways of achieving goals ☐
☐ use persistence and perseverance in acquiring knowledge and skills ☐
☐ develop an action plan to set and achieve realistic goals ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

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STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

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STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

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☐ ____ ☐
☐ ____ ☐

STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	**Activity**	**Evaluation Method**

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

____
____
____
____

PROGRAM ASSESSMENT WORKSHEET

PERSONAL/SOCIAL DEVELOPMENT—Standard C

Students will understand safety and survival skills.

STEP 1 *Check the boxes on the left for the student competencies that you believe are important to include in your school counseling program (see Chapter 5).*

Competency Area: *Acquire Personal Safety Skills*
Students will:
☐ demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact) ☐
☐ learn about the relationship between rules, laws, safety, and the protection of an individual's rights ☐
☐ learn the difference between appropriate and inappropriate physical contact ☐
☐ demonstrate the ability to assert boundaries, rights, and personal privacy ☐
☐ differentiate between situations requiring peer support and situations requiring adult professional help ☐
☐ identify resource people in the school and community, and know how to seek their help ☐
☐ apply effective problem-solving and decision-making skills to make safe and healthy choices ☐
☐ learn about the emotional and physical dangers of substance use and abuse ☐
☐ learn how to cope with peer pressure ☐
☐ learn techniques for managing stress and conflict ☐
☐ learn coping skills for managing life events ☐

STEP 2 *List the student competencies related to this standard that are part of your current school counseling program and are not listed above (see Chapter 5).*

☐ ____ ☐
☐ ____ ☐
☐ ____ ☐
☐ ____ ☐
☐ ____ ☐
☐ ____ ☐

STEP 3 *Briefly summarize the results of the information and data gathering related to this standard. Use the results from the* Identifying Available and Important Information Worksheet *(see Chapter 5).*

STEP 4 *Review the ASCA competencies, your current school counseling program competencies, and the results of the information gathering related to this standard. List below any additional or missing student competencies that will assist students to achieve this standard (see Chapter 5).*

☐ ☐
☐ ☐
☐ ☐
☐ ☐
☐ ☐

STEP 5 *Review the lists of student competencies in Steps 1, 2, and 4. Identify the areas that overlap or are common to all three. Consolidate these. Next,* prioritize *the student competencies that are most important to achieving this standard.* Rank order *the competencies in the boxes on the right-hand side of Steps 1, 2, and 4 of this worksheet.*

STEP 6 *Review the student competencies that you have identified as priorities. Identify the specific activities that will help your students to achieve these competencies (see Chapter 6).*

Student Competency	Activity	Evaluation Method

STEP 7 *Describe below the methods that you can use to evaluate the effectiveness of your school counseling program to achieve these student competencies (see Chapter 8).*

MEASURABLE INDICATORS OF SUCCESS

All data should be disaggregated by gender, race/ethnicity, socioeconomic status, etc., to ensure that you have a complete picture of the achievement of your students (see page 43).

Elementary School	Middle/Junior High School	High School

GATHERING DATA WORKSHEET:
Academic Development Standards

- **Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

  Competency Areas

  Improve Academic Self-Concept

  Acquire Skills for Improving Learning

  Achieve School Success

- **Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.**

  Competency Areas

  Improve Learning

  Plan to Achieve Goals

- **Students will understand the relationship of academic to the world of work, and to life at home and in the community.**

  Competency Area

  Relate School to Life Experiences

IDENTIFYING AVAILABLE AND IMPORTANT INFORMATION: ACADEMIC DEVELOPMENT

List below the specific information that you want to collect for your school counseling program assessment. Be sure to indicate the School Counseling Leadership Team member who is responsible for obtaining the information as well as the source of the desired information. ***All data should be disaggregated by gender, race/ethnicity, socioeconomic status, etc., to ensure that you have a complete picture of the achievement of your students.***

Information Important to Our School	Source	Who	By When	Results

GATHERING DATA WORKSHEET:
Career Development Standards

- **Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

  Competency Areas

  Develop Career Awareness

  Develop Employment Readiness

- **Students will employ strategies to achieve future career success and satisfaction.**

  Competency Areas

  Acquire Career Information

  Identify Career Goals

- **Students will understand the relationship among personal qualities, education and training, and the world of work.**

  Competency Areas

  Acquire Knowledge to Achieve Career Goals

  Apply Skills to Achieve Career Goals

IDENTIFYING AVAILABLE AND IMPORTANT INFORMATION: CAREER DEVELOPMENT

List below the specific information that you want to collect for your school counseling program assessment. Be sure to indicate the School Counseling Leadership Team member who is responsible for obtaining the information as well as the source of the desired information. ***All data should be disaggregated by gender, race/ethnicity, socioeconomic status, etc., to ensure that you have a complete picture of the achievement of your students.***

Information Important to Our School	Source	Who	By When	Results

GATHERING DATA WORKSHEET:
Personal/Social Development Standards

- **Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

  Competency Areas

  Acquire Self-Knowledge

  Acquire Interpersonal Skills

- **Students will make decisions, set goals, and take necessary action to achieve goals.**

  Competency Area

  Self-Knowledge Applications

- **Students will understand safety and survival skills.**

  Competency Area

  Acquire Personal Safety Skills

IDENTIFYING AVAILABLE AND IMPORTANT INFORMATION: PERSONAL/SOCIAL DEVELOPMENT

List below the specific information that you want to collect for your school counseling program assessment. Be sure to indicate the School Counseling Leadership Team member who is responsible for obtaining the information as well as the source of the desired information. ***All data should be disaggregated by gender, race/ethnicity, socioeconomic status, etc., to ensure that you have a complete picture of the achievement of your students.***

Information Important to Our School	Source	Who	By When	Results

Appendix D

PRIORITIZATION WORKSHEET FOR STUDENT COMPETENCIES

DIRECTIONS: List each competency you wish to prioritize and rate it in terms of its importance and future emphasis using the two 7-point scales provided. Then, compute the total prioritization score for the competency by adding the two ratings. The higher the total score, the higher the priority for the competency.

Student Competency:

____

____

1. Importance: How important is it that students from your school achieve this particular competency?

Not at all Important			Moderately Important		Absolutely Essential	
☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

2. Emphasis: Considering the activities currently available through your school's counseling program and their effectiveness/success, how much emphasis should your program place on this particular competency in the future (next 5 years?).

Much LESS Emphasis			About the Same Emphasis as Now		Much MORE Emphasis	
☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

TOTAL ______ (add the *importance* and *emphasis* scores)

Appendix E

ENVIRONMENTAL SCANNING WORKSHEET

National Standards Area: _____Academic _____Career _____Personal/Social

National Standard:

OBSTACLES	OPPORTUNITIES
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

DO YOUR PRIORITIES MEET THE NEEDS OF YOUR STUDENTS?

National Standards Area: _____Academic _____Career _____Personal/Social

National Standard:

COMPETENCY	Vision	Need	Impact	Equity	Feasibility

If you can check these boxes and indicate that the competencies meet your vision for your students, reflect student needs, impact positively on all students, provide equitable access to school counseling programs, and are feasible to implement, then you are well on your way to achieving a National Standards-based school counseling program.

ACTIVITY SELECTION WORKSHEET

National Standards Area: _____Academic _____Career _____Personal/Social

National Standard:

List the specific school counseling programs, services, and activities that will help your students to achieve this standard and competency areas. Combine similar activities and eliminate activities that are not on your priority list or do not specifically support a competency.

Student Competency	Activity/Service/Program

ACTION PLAN

National Standards Area: _____Academic _____Career _____Personal/Social

National Standard:

Competency Area(s):

Student Competency	Activity	When	Who	Expected Results for Students

Appendix I

BENCHMARKS

Establish a ***benchmark*** for a specific student competency. Select another student competency that supports Academic Development Standard A and design benchmarks for each transitional point.

National Standards Area: _____Academic _____Career _____Personal/Social

National Standard:

Student Competency	*Benchmark:* End of Elementary School	*Benchmark:* End of Middle/ Junior High School	*Benchmark:* End of High School

EVALUATION METHODS WORKSHEET

National Standards Area: _____Academic _____Career _____Personal/Social

Standard:

Describe the methods you can use to evaluate the effectiveness of your school counseling program to achieve the key benchmark indicators and the student competencies.

Student Competency	Evaluation Method	Benchmark (grade level or transitional time)

EVALUATION PLANNING WORKSHEET

Use the following worksheets to chart evaluation strategies that support the student competencies. Make sure the School Counseling Leadership Team establishes a time line that correlates with program implementation and includes the baseline year, benchmarks, measurement tools, and, most important, who is responsible for carrying out each component of the evaluation.

National Standards Area: _____Academic _____Career _____Personal/Social

Student Competency	**Expected Student Results**	**Benchmarks**			**Evaluation Methods**	**Who**
		Year ______	Year ______	Year ______		

Recognition Program for the Implementation of the

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

ASCA

American School Counselor Association

Recognition Program for the Implementation of the National Standards for School Counseling Programs

The implementation of the National Standards for School Counseling Programs requires a significant commitment and investment of planning and evaluation time on the part of school districts and individual school buildings. This is an important first step to improving student success in school through improving school counseling programs. The ASCA wishes to recognize all school district/school buildings that undertake the implementation process and have used this document *Vision Into Action: Implementing the National Standards for School Counseling Programs* to begin the process. School districts/buildings can qualify for a certificate of recognition by demonstrating that you have undertaken the initial steps of the Implementation process.

The following are required as part of the application packet:

- Your Vision Statement
- The names/positions of all members of the School Counseling Leadership Team
- Copies of Program Assessment Worksheets, up to and including *Step 5 – Prioritizing the Student Competencies*
- The application signed by all members of the School Counseling Leadership Team and either a building or central office administrator in your school system

ASCA will provide each school building/district that meets the criteria with a certificate of recognition and will be seeking to additionally recognize exemplary programs. Information on the exemplary school counseling recognition program will be available through the State School Counselor Associations, in *The ASCA Counselor*, and on the ASCA Web site, *www.schoolcounselor.org.*

Recognition Program for the Implementation of the National Standards for School Counseling Programs

APPLICATION

Name ______________________ Title: ______________________

School System: ______________________ Building: ______________________

School Address: ____

City/State: ______________________ ZIP Code: ______________________

Phone (w): ______________________ Fax: ______________________

E-mail: ______________________ ASCA Membership #: ______________

Signature: ______________________ Date ______________________
Principal/Supervisor of School Counseling

Congratulations on your commitment to implement strengthen and improve your school counseling program. The American School Counselor Association (ASCA) wants to commend your for your efforts and also identify model programs, strategies and best practices. Your response will contribute to this effort, and as a thank you, we will send you a certificate of recognition for your efforts.

Instructions: Please respond briefly to the following questions. Feel free to send additional information; specific examples or attachments are welcome.

1. How are you using the National Standards in your school counseling program?

2. What's different now?

3. What were the tough questions that your administrators and/or colleagues asked?

4. How did you respond?

5. What methods will you use to gather information to evaluate program effectiveness?

6. Would you be willing to share your best practices related to the national standards and competencies in a publication or in presentations for school counselors across the country?

☐ yes ☐ no

7. Do you want to join a listserv to share and exchange suggestions and ideas?

☐ yes ☐ no

Signature ______________________________ Date______________________

Send your responses to this questionnaire and attachments by mail or e-mail to:

ASCA
801 N. Fairfax St., Suite 310
Alexandria, VA 22314
E-mail: *asca@schoolcounselor.org*

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American School Counselor Association

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Education and Business Praise National Standards!

The National Association of Secondary School Principals recognizes just how important school counseling programs are in the restructuring and reform of American secondary education. In fact, we believe the National Standards for School Counseling Programs support the educational principles of NASSP's report, *Breaking Ranks*, and provide the framework for school counselors and school administrators to measure the effectiveness of the counseling programs.

Thomas F. Koerner, Former Deputy Executive Director
NASSP

The National Association of Elementary School Principals enthusiastically supports the development of the National Standards for School Counseling Programs. The creation and implementation of program standards will prove to be an invaluable resource to school counselors and to administrators. NAESP is pleased to endorse this initiative and to be invited to assist in the implementation of the standards.

Ronald Areglado, Associate Executive Director
of Programs, NAESP

The business community recognizes that their support of high standards and expectations for students applies as well to the programs and services provided by the adults who work with students. We commend the American School Counselor Association for its commitment to this principle.

Milton Goldberg, Executive Vice President
National Alliance of Business

ACT is pleased to have worked closely with ASCA in the development of the National Standards for School Counseling Programs and to know that our research and development efforts have helped to define the student competencies that are the basis for the standards. The standards provide a valuable tool for practicing school counselors, school leaders, and counselor educators as they develop counseling programs to better meet the existing and emerging needs of our nation's students.

Richard L. Ferguson, President, ACT

After reviewing the National Standards, I have no doubt they will become a benchmark for excellence in school counseling as we move into the 21st century. ACA endorses the National Standards and will work with ASCA to promote their use in school counseling.

Courtland C. Lee, Past President,
American Counseling Association

The College Board supports efforts to implement standards that advocate rigorous academic preparation for all students and to strengthen the role of school counselors in that endeavor. ASCA has taken an important step in this direction.

Frederick Dietrich, Vice President
The College Board

The National PTA salutes ASCA for its timely and comprehensive development of the National Standards. This tool will enable all parties engaged in child advocacy to further examine their expectations of education reform and the role that school counseling plays in the arena of American educational systems.

Lois Jean White, Past President
National Parent-Teacher Association

The National Board for Certified Counselors (NBCC) enthusiastically supports the National Standards for School Counseling Programs and looks forward to collaborating with ASCA during the implementation phase of this milestone project.

John Bloom, NBCC

The American Vocational Association Guidance Division strongly supports ASCA's development of the National Standards for School Counseling Programs. We are pleased to have served in an advisory capacity during the development stages and stand ready to assist ASCA in the next phases of dissemination and implementation.

Kathy Jo Elliott
Past Vice President, ACTE Guidance Division

The CACREP Board strongly supports the ASCA National Standards and commends ASCA for its vision and commitment to providing quality school counseling for the 21st century. These new standards will be used in the development of the 2001 CACREP Standards for Accreditation.

Carol L. Bobby, Executive Director, Council for Accreditation
of Counseling and Related Educational Programs

The National Occupational Information Coordinating Committee (NOICC) is pleased to endorse the American School Counselor Association's National Standards for School Counseling Programs. The standards set a programmatic framework that will strengthen school counseling programs throughout the nation.

Juliette N. Lester, Executive Director, NOICC

The National Career Development Association has reviewed the career development section of the National Standards for School Counseling Programs and agrees that it reflects the most current thinking about important student competencies in this area.

Juliet V. Miller, Executive Director, NCDA
JoAnn Bowlsbey, Past President, NCDA
Lee Richmond, Professional Development, NCDA

The Association for Counselor Education and Supervision endorses the National Standards for School Counseling Programs. We commend ASCA for developing these standards, which will greatly assist program development and evaluation in school counseling.

Margaret Fong, President, 1997–98
Association for Counselor Education and Supervision

ASCA — 801 N. Fairfax St., Suite 310 — Alexandria, VA 22314

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